

**USING COMIC STRIPS TO IMPROVE THE EIGHTH GRADE
STUDENTS' NARRATIVE WRITING ABILITY IN SMP NEGERI 1
PANDAK**

**Presented as Partial Fulfillment to the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Language Education**

A Thesis



Afiyusma Harwiningsih

10202241042

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND ARTS

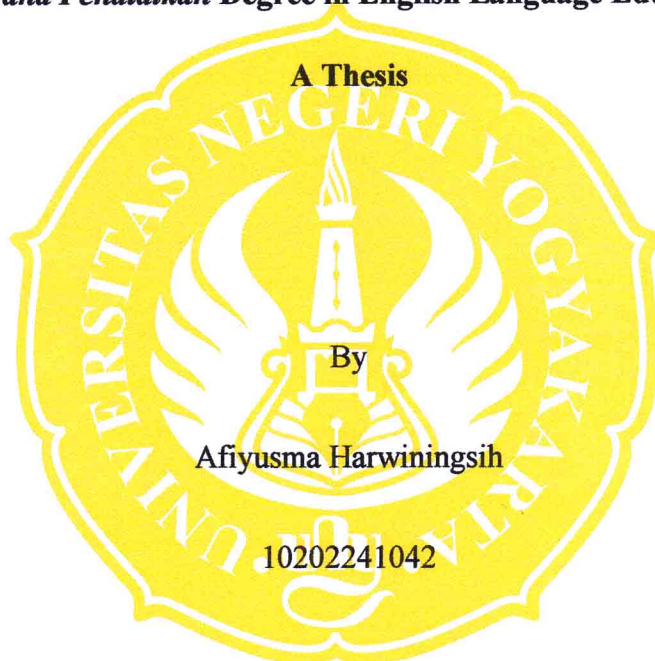
STATE UNIVERSITY OF YOGYAKARTA

2014

APPROVAL

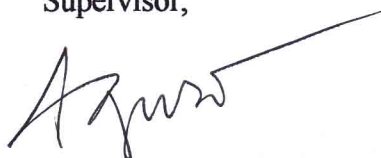
**USING COMIC STRIPS TO IMPROVE THE EIGHTH GRADE
STUDENTS' NARRATIVE WRITING ABILITY IN SMP NEGERI 1
PANDAK**

**Presented as Partial Fulfillment to the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Language Education**



Approved by the supervisor on October 17th, 2014

Supervisor,



Dr. Agus Widyantoro, M.Pd.

NIP 19600308 198502 1 001

RATIFICATION
USING COMIC STRIPS TO IMPROVE THE EIGHTH GRADE
STUDENTS' NARRATIVE WRITING ABILITY IN SMP NEGERI 1
PANDAK

A Thesis

Afiyusma Harwiningsih

10202241042

Accepted by the Board of Examiners, Faculty of Languages and Arts, State University of Yogyakarta on October 2014, and declared to have fulfilled the requirements for the attainment of *Sarjana Pendidikan* Degree in English Education Department.

Board Examiners

Jamilah, M.Pd.

Chairperson

Siti Mahripah, M.App.Ling.

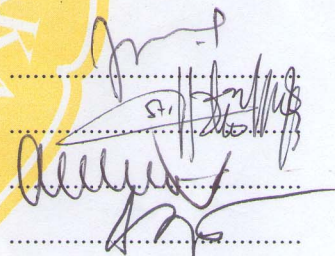
Secretary

Dr. Margana, M.Hum., M.A.

First Examiner

Dr. Agus Widyantoro, M.Pd.

Second Examiner



Yogyakarta, October 21st, 2014

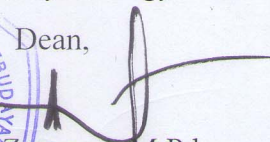
Faculty of Languages and Arts

State University of Yogyakarta

Dean,



Prof. Dr. Zamzani, M.Pd.



0550505198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini saya:

Nama : Afiyusma Harwiningsih

NIM : 10202241042

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1


Fakultas : Bahasa dan Seni

Judul Skripsi : *USING COMIC STRIPS TO IMPROVE THE EIGHTH GRADE STUDENTS' NARRATIVE WRITING ABILITY IN SMP 1 PANDAK*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim. Apabila terbukti bahwa pernyataan ini tidak benar, hal itu merupakan sepenuhnya tanggung jawab saya.

Yogyakarta, Oktober 2014

Penulis,



Afiyusma Harwiningsih

10202241042

DEDICATIONS

I dedicate this thesis to:

my beloved parents,

my beloved brother,

my beloved sister,

my beloved grandparents,

and everyone who helped me in completing this thesis.

MOTTOS

“Don’t be afraid to be better.”

“Everything is possible if you think it is possible.”

(Afiyusma H)

ACKNOWLEDGEMENTS

Praise be to Allah SWT for his blessing and guidance given to me in every single second and for giving me everything I need in completing this thesis.

I would like to express my deep gratitude to my consultant, Dr. Agus Widyantoro, M.Pd., for his guidance and great patience for me from the beginning of the research until I can finish writing my thesis. Furthermore, I would like to show my gratitude to Ibu Jamilah, M.Pd., Dr. Margana, M.Hum., M.A., Ibu Siti Mahripah, M.App.Ling., and all my beloved lectures in English Education Department.

I greatly appreciate all the members of SMP Negeri 1 Pandak, especially Ibu Rr. Ani Prihati Handayani, M.Pd., the principle, who allowed me to conduct my research there, and also Bapak Samsul Anam, M.Pd., the English teacher, and the students of Class VIII G who helped me during the research process.

I would like to express my deep gratitude to my mother, my father, my sister, and my brother who support me in every moment. I also thank my grandparents who always give their overwhelming love to me.

Finally, I would like to say thanks to all of my friends in English Education Department, especially in Class PBI C: Natalisa (my collaborator), Cintya, Orin, Epik, Arini, Kakak Kikik, Ana, Galih, Tatik, Meta, Bayu, and Risang, who have made my days in English Education Department wonderful.

I realize that this thesis is still far from being perfect. Therefore, criticism and suggestion that bring improvement on this thesis are highly appreciated. I hope that this thesis can give contribution to everyone who reads it.

Yogyakarta, October 2104,

Afiyusma Harwiningsih

TABLE OF CONTENTS

| | Page |
|--|------|
| TITLE PAGE | i |
| APPROVAL | ii |
| RATIFICATION | iii |
| STATEMENT..... | iv |
| DEDICATIONS | v |
| MOTTOS | vi |
| ACKNOLEDGEMENTS | vii |
| TABLE OF CONTENTS | viii |
| LIST OF TABLES | x |
| LIST OF FIGURES | xi |
| ABSTRACT | xii |
| CHAPTER 1 : INTRODUCTION | 1 |
| A. Background of the Study | 1 |
| B. Identification of the Problem | 3 |
| C. Limitation of the Problem | 5 |
| D. Formulation of the Problem | 5 |
| E. Objective of the Study | 5 |
| F. Significance of the Study..... | 5 |
| CHAPTER II : LITERATURE REVIEW | 7 |
| A. Theoretical Review | 7 |
| 1. The Nature of Writing | 7 |
| a. Definition of Writing | 7 |
| b. Characteristics of Written Language | 8 |
| c. Microskills and Macroskill for Writing | 10 |
| d. Writing Process | 11 |
| 2. Teaching Writing in English as a Foreign Language | 13 |
| a. Teaching Writing | 13 |
| b. Principles of Teaching Writing..... | 15 |
| c. Types of Classroom Writing Performance | 16 |
| d. The Roles of the Teacher in Teaching Writing | 18 |
| e. Teaching Writing in Junior High School | 20 |
| f. Assessing Writing | 22 |
| 3. Comic Strips | 24 |
| a. Definition of Comic Strips | 24 |
| b. Advantages of Comic Strips | 25 |
| 4. Narrative Text | 26 |
| a. Definition of Narrative Text | 26 |
| b. How to Teach Narrative Texts | 27 |
| B. Reviews of Relevant Studies | 28 |
| C. Conceptual Framework | 29 |

| | |
|---|----|
| CHAPTER III: RESEARCH METHOD | 30 |
| A. Type of Research | 30 |
| B. Setting of the Research | 31 |
| 1. The Location of the Research | 31 |
| 2. The Time of the Research | 31 |
| C. Subject of the Research | 31 |
| D. Instrument of the Research | 31 |
| E. Technique of Collecting Data | 31 |
| F. Data Analysis | 32 |
| G. Validity and Reliability of the Data | 32 |
| H. Procedure of the Research | 34 |
| I. Research Schedule | 35 |
| CHAPTER IV: RESEARCH FINDINGS | 37 |
| A. Reconnaissance | 37 |
| B. Report of Cycle I | 39 |
| 1. Planning | 39 |
| 2. Action and Observation | 40 |
| 3. Reflection | 44 |
| C. Report of Cycle II | 48 |
| 1. Planning | 48 |
| 2. Action and Observation | 48 |
| 3. Reflection | 51 |
| D. Research Findings and Discussions | 55 |
| CHAPTER V: CONCLUSION AND SUGGESTION | 59 |
| A. Conclusion | 59 |
| B. Implications | 60 |
| C. Suggestions | 61 |
| REFERENCES | 62 |
| APPENDICES | 64 |

LIST OF TABLES

| | Page |
|--|------|
| Table 1 : The Standard of Competence and the Basic Competence in Grade VIII | 22 |
| Table 2 : Writing Scoring Rubric | 23 |
| Table 3 : Research Schedule | 36 |
| Table 4 : The Problems Chosen to be Solved | 39 |
| Table 5 : The Students' Mean Score | 57 |
| Table 6 : The Students' Improvement | 58 |

LIST OF FIGURES

| | Page |
|---|------|
| Figure 1 : Writing Process | 13 |
| Figure 2 : Cycle of Action Research | 35 |

USING COMIC STRIPS TO IMPROVE THE EIGHTH GRADE STUDENTS' NARRATIVE WRITING ABILITY IN SMP NEGERI 1 PANDAK

By: Afiyusma Harwiningsih

NIM 10202241042

ABSTRACT

This research aims to improve the eighth grade students' narrative writing ability in SMP Negeri 1 Pandak. The research was conducted in Class VIII G.

This study was an action research in nature. It was conducted in two cycles with two meetings in each cycle. The steps of the research were reconnaissance, planning, action and observation, and reflection. The subjects of the research were 26 students of VIII G class. The data collected were in the form of qualitative data and supported by quantitative data. The qualitative data were gained from observation and interviews, while the quantitative data were gained from tests. There were two tests in this research namely Pre-test and Post-test.

The result of the research showed that the use of Comic Strips gave significant improvement to the students' narrative writing ability. The students' mean score was 1.5 on Content aspect, 1.461 on Organization aspect, 1.192 on Language Use aspect, 1.23 on Vocabulary aspect, and 1.384 on Mechanic aspect in the Pre-test, while in the Post-test, the students' mean score was 3.192 on Content aspect, 3.115 on Organization aspect, 3.192 on Language Use aspect, 3.23 on Vocabulary aspect, and 3.346 on Mechanics aspect.

Keywords: Comic Strips, Writing Ability

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, English becomes important to be mastered since English is one of major languages which is used in most countries in the world. Many countries use English as their native language or their second language, therefore people are demanded to master the language. By mastering English, people can easily communicate with other people, especially when they communicate with other people from different regions or different countries.

Indonesia is one of the countries which involves English in its education system. English is included in the subjects which are taught in Indonesian schools. In Curriculum 2006, English is a mandatory subject which has to be conducted in junior high schools and senior high schools. Students are demanded to learn and master English. They are also required to understand English language well in the form of written or spoken language.

The English subject has four skills namely listening, speaking, reading, and writing. Listening and reading are receptive skills, meanwhile, speaking and writing are productive skills. According to Harmer (2004: 6), writing is almost the same as speaking. Both two skills have a goal to communicate or share someone's idea to others. Actually, Harmer also said that writing is the only skill that can produce a real product which can be seen for a long time. People have to write in

the right form in order to avoid any confusion when the readers read what they write.

Writing has many roles in human life. Writing skills are needed in many occasions. People need to use written language when they deal with formal situation like when they are in the work places, schools, universities, and public institutions. In the education field, writing skills are also taught to the students. The students are demanded to write certain kinds of texts in the correct form.

However, the result of the observation which was conducted by the researcher in SMP Negeri 1 Pandak showed that the eighth grade students had little ability in writing, especially in writing narrative texts. The students found many difficulties when they were writing narrative texts. They could not organize the texts into a good organization. It was very difficult for them to find the appropriate words that they had to use. The researcher also found that many students could not use the right grammatical rules. Many students found that it was difficult to make sentences in the form of the simple past tense. Many students also felt confused how to start their writing since most of them did not have any idea of what they wanted to write.

The researcher chose Comic Strips as a technique to improve narrative writing ability of the eighth grade students in SMP Negeri 1 Pandak. Comic Strips were chosen because they contain some pictures and some dialogues which are put into several panels, so that the picture can stimulate the students' brain and make them find the idea and inspiration about what they are going to write easily.

Furthermore, the dialogues that are put in Comic Strips can make the students find the words that they want to use in their writing easily. The words used in the dialogue also help them to enrich their vocabulary mastery. Because of the fact and the reason above, the researcher used Comic Strips technique to improve the eighth grade students' narrative writing ability in SMP Negeri 1 Pandak.

B. Identification of the Problem

Writing is the most difficult skill among the four skills that should be mastered by the students. In junior high schools, the English subject requires many text types that have to be known and mastered by the students especially by the eighth grade students. Actually when the researcher conducted an observation in SMP Negeri 1 Pandak, particularly in class VIII G, there were many problems that the researcher found in the class during the English lesson.

The problems that actually existed in the Class VIII G were the students were not ready yet to start the lesson when the teacher came to the class, there were many students who were cheating with their friends when the teacher explained the materials, there were some students who seemed so sleepy and often put their heads on the table, there was little activity dealing with writing, the teacher mostly used text book which is presented in the form of power point without modifying it or adding some visual medias which are interesting like pictures or symbols, the teacher spent an hour to discuss one text only, the students could not write sentences in a good form, the grammar was not well developed, many students made grammatical errors, especially when they wrote

sentences in the form of the past tense, the students found that it was difficult to develop their idea, it was also difficult for the students to find the appropriate words they want to use in their writing, and there were many students who wrote words and sentences with wrong spelling and punctuations.

The researcher found that there were many factors that made the students have low ability in writing narrative texts. The factors mostly come from the students. The students could not write sentences in a good form. The grammar was not well developed. Many students made grammatical errors, especially when they wrote sentences in the form of the past-tense. The students found that it was difficult to develop their idea. Furthermore, it was so difficult for them to find appropriate words they wanted to use in their writing. There were many students who wrote words and sentences with wrong spelling and punctuations.

The other factor came from the media which was used by the teacher. The teacher mostly used a text book which was presented in the form of powerpoint without modifying it or adding some visual media which were interesting like pictures or symbols. So it was so boring for the students.

Dealing with those problems, the researcher found a way to improve the eighth grade students' narrative writing ability by using Comic Strips since Comic Strips are interesting media which provide pictures and dialogues. The dialogues and the pictures in Comic Strips can make it easier for the students to find the idea about what they are going to write. Comic Strips are also good media. Using Comic Strips can avoid students' boredom because of the attractive appearance.

C. Limitation of the Problem

Based on the background of the study and the identification of the problem, this research focused on improving writing skills especially in writing narrative texts by using comic strips for year VIII students of SMP Negeri 1 Pandak Bantul Yogyakarta in the academic year of 2013/2014.

D. Formulation of the Problem

The problem of this research was formulated as follow: How can Comic Strips be used to improve the eighth grade students' narrative writing ability in SMP Negeri 1 Pandak?

E. Objective of the Study

The research aimed to improve the eighth grade students' narrative writing ability in SMP Negeri 1 Pandak by using Comic Strips.

F. Significance of the Study

This research was conducted to describe the use of Comic Strips in improving the eighth grade students' narrative writing ability in SMP Negeri 1 Pandak in the academic year of 2013/2014. It was expected that the findings of this research would give benefits to some parties.

This research has following significances:

1. For the researcher: to give an experience in doing research and to improve her writing ability as well.

2. For the English teachers: to give them guidance in making students write sentences in English by using grammatical rules, punctuations, spelling, and context correctly.
3. For the students: to show a good way to improve their writing skills and to make them understand well in how to write narrative texts.
4. For other researchers: to give them a reference in making their researches.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. The Nature of Writing Skills

a. Definition of Writing

Writing is one of the skills that have to be mastered by students who learn English. According to Olson, *et al* (1982: 4), writing is turning people's mind inside out. Writing is the process when people put their thoughts and feelings into words that are put down into paper. Furthermore, writing is not as easy as it seems. When we write something, it must make sense to others. Writing is a kind of communication. It means that writing is communicating thoughts and ideas to other people. The thoughts and ideas are presented in the form of letters and symbols.

Brown (2000: 335) said that writing skill is a written product which is completed after the process of thinking, planning, drafting, also revising. Moreover, when people write something, they have to consider some aspects such as content, organization, originality, style, fluency, accuracy, and the appropriate use of rhetorical forms of discourse. In addition, Harmer (2004: 7) said that writing is the only skill that can produce a real product that can be touched, be read, and can be kept for long time. In writing,

people must write in a correct way to avoid confusion and misinterpretation among readers.

According to McCharty (2000: 25), when people write something, there are two aspects that we have to consider; they are cohesion and coherence. Cohesion is the surface links between clauses and sentences of texts, while coherence is the feeling that the element of the text are tied together in order to make sense. Those two will determine the quality of the structure and the flow of the ideas of what we want to put in the paper. In addition, Oshima and Hogue (1999: 40) stated that to be able to have coherence in writing, a writer needs to focus on the sentence movements. The sentences should flow smoothly.

b. Characteristics of Written Language

According to Brown (2001: 341-142), there are seven characteristics of written language as stated below:

1) Permanence

When something is written down in its final form and delivered to the audience, the writer can not revise his or her written work and revisions must be made before submitting the final product.

2) Production time

Using time effectively is needed when people make their writing because the time provided to make a written work is usually limited.

3) Distance

Writers have their own perspective when they write a text that perhaps different from the readers' point of view, therefore they need to be able to predict the audiences' general knowledge in interpreting what they have written.

4) Orthography

If the students are non-literate in the native language, the teacher should help the students to know about the alphabets used in the written text of the English language.

5) Complexity

Writers should learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, and so on.

6) Vocabulary

Good writers have to master much vocabulary because written language has strong demand on the vocabulary use.

7) Formality

Writers have to pay attention to the rules in creating written language especially when they write an academic writing.

c. Microskills and Macroskills for Writing

According to Brown (2004: 221), there are many subskills for writing. Those subskills are classified into two categories namely microskills and macroskills.

The Microskills of writing:

- 1) Producing letters and words in the English writing system.
- 2) Writing at an efficient rate to suit the purpose of writing
- 3) Using acceptable words and appropriate word order patterns
- 4) Using correct grammatical feature
- 5) Paraphrasing
- 6) Using cohesive devices

The Macroskills of writing:

- 1) Using generic structures of written texts
- 2) Producing coherence writings
- 3) Developing ideas
- 4) Differentiating the literal meaning from implied meaning
- 5) Using references based on context
- 6) Applying writing strategies.

d. Writing Process

According Harmer (2004: 4), there are four stages in the writing process, namely planning, drafting, editing, and the final version. The stages are stated as follows:

1) Planning

Planning is related to what we are going to say. It also deals with what message that we want to deliver, and what information that we want to tell to others. When we are planning, we have to consider the purpose of the writing, the audience, and the structure of writing.

2) Drafting

Drafting is the skeleton or the raw writing which have to be fixed and revised before the final product is completed.

3) Editing

Editing is also called revising. McDougal (1989: 80-81) stated that editing or revising is the evaluation stage of the writing process. There are three areas of editing namely ideas, form, and mechanic.

a) Revising for ideas

Revising ideas is needed when people think that the ideas are not clearly expressed. They need to rethink our topic. They have to decide whether our focus is clear or not.

b) Revising for form

When people revise for form, they have to make sure our draft is unified. It means that they have to check how the ideas are connected and organized.

c) Revising for mechanic (Proofreading)

Revising for mechanic or proofreading is the final step of revising process. At this process, people have to read their draft closely to find and correct errors in mechanism (punctuation, capitalization, spelling, grammar, and usage).

The process will help them prepare the final copy of the writing product that they want to share to the audience.

4) The final version

The final version is the final writing which is ready to be delivered to the audience. The final version is the last stage in making texts.

The writing process stated by Harmer (2004: 6) can be seen in this figure 1 below:



Figure 1. Writing Process

2. Teaching Writing in English as a Foreign Language

a. Teaching Writing

Writing is the most difficult skill to be mastered by learners. There is also big responsibility that the teachers have to deal with when they teach writing to the students. Actually, teaching writing is very important for the students who study English. According to Harmer (2001: 79), there are four reasons why teaching writing is a must for the students. Teaching writing becomes important because writing is as reinforcement, writing is useful for language development, writing can give effect on the students' learning styles, and writing is as a skill.

a) Reinforcement

Learners can acquire languages orally, but most of them can acquire languages well if they are seeing the languages written down.

b) Language development

The writing process can help the students to learn. Constructing proper written texts can help them in learning process.

c) Learning style

Writing is appropriate for learners who produce language slowly.

d) Writing as a skill

The most important reason for teaching writing is that it is a basic language skill and they need to know some special conventions in writing such as punctuation, paragraph construction, and so on.

Writing has to be taught to the learners because it has a big role in our life. Everything needs writing. When people communicate with others, they often use written language. Actually, there were many learners from non-English Speaking Countries who cannot write well, so that teachers have to help and teach them how to write in a good form.

b. Principles of Teaching Writing

Teaching writing is not as easy as it seems. There are so many problems that may occur in the class and actually it needs much time to be done and therefore the teachers should have some techniques to help the students create their writing. According to Brown (2001: 345-346), there are some principles for designing writing techniques. They are:

1) Incorporate practices of “good” writers

Good writers have to focus on a goal of writing, gauge the audiences perceptively, spend enough time to plan to write, let the first ideas flow into the paper easily, follow the general organizational plan as they write, utilize feedback on their writing, do not want to change their beliefs, revise their work efficiently, and make as many as revisions as needed patiently.

2) Balance process and product

Teachers have to make sure that the students are led to appropriate stages in the process of composing carefully since writing is a composing process and it usually requires multiple drafts before the effective product is made.

3) Account for cultural/literary backgrounds

Teachers should bring the students to know the language that comes from different countries and the students are not familiar with.

4) Connect reading and writing

Students learn by observing or reading the written word and by reading and studying a variety of relevant text types, the students are able to determine how they should write.

5) Provide as much authentic writing as possible

Sharing writing with other students in the class can be a way to add authenticity.

6) Frame your techniques in terms of prewriting, drafting, and revising stages

c. Types of Classroom Writing Performances

According to Brown (2001: 343), there are five categories of Classroom Writing Performance. They are:

1) Imitative

The students just write down English letters, symbols, or sentences that they see. Sometimes, the teacher dictates what the students have to write.

2) Intensive

In this type of classroom writing performance, writing can be used as a tool or media for learning, reinforcing, and testing grammatical content. This activity usually does not give the students a chance to explore their creativity.

3) Self Writing

Self writing is also called as free writing or creative writing. It is usually used to improve students' writing ability and to develop students' writing habit. In this type of activity, the students write something and they kept it by themselves. Writing a diary is one of the examples of this type. The students have enough space to explore their ideas and their creativity.

4) Display Writing

Display writing is a type of writing performance which is aimed to be submitted and presented to others. The examples of this writing type are research report, classroom assignment, and essays in a certain examination.

5) Real Writing

This type of writing performance is aimed to give some information to people who actually need the message or the information.

Furthermore, Harmer (2004: 84) also said that the purpose of writing activity must emphasize on the chance which is given to the students for being a fluent writer because the aim of teaching writing is to make the students confident in writing their own text.

d. The Roles of the Teacher in Teaching Writing

In teaching writing, the teacher is the important key to make the students learn well. The teacher has some roles that should be kept in mind. According to Harmer (2007: 261), the teacher has important roles as follows:

1) Motivator

The teacher has to motivate the students when they are doing writing tasks. The teacher also has to give them the explanation about the usefulness of the activity, and encourage them to make much effort for maximum benefit. The teacher has to be a good motivator for the students to make them learn writing easily and happily.

2) Resource

The teacher should be ready to give as much as information that he or she could give to the students. The teacher also needs to provide language when it is necessary. The teacher should ensure the students that he or she is available and ready to look at their work.

3) Feedback provider

The teacher should give responses to the content of the students' work positively. The responses should be encouragingly given.

In addition, Harmer (2001: 41-42) said that when the teacher help the students to be better writers, he or she has many crucial tasks to perform especially when he or she meet students who have some difficulties in writing. The tasks that the teacher has to handle before, during, and after teaching writing to the students are described as followings:

1) Demonstrating

Teachers have to make the students have clear depiction about writing conventions and genre constraints in specific types of reading.

2) Motivating and Provoking

Teachers should help in provoking the students to have ideas, make them enthusiastic about the value of the task, and persuade them what fun and enjoyable it can be.

3) Supporting

Teachers should support the students when they are writing in the class and they should be ready to help the students when they find some difficulties.

4) Responding

Teachers have to respond to the students' work. It means that they react the content and the construction of

the students' writing by telling the students how well it is going so far.

5) Evaluating

Teachers should indicate where the students work well and where they made mistakes, and also give them grades.

e. Teaching Writing in Junior High School

Today, English becomes a compulsory subject which is taught in secondary level school, including in junior high schools. According to *Badan Standar Nasional Pendidikan* or *BSNP* (2006), English subject which is conducted in junior high school is aimed to make the students able to communicate by using written and spoken language when they solve daily problems. The students are required to be able to understand and to produce certain kinds of texts namely descriptive, narrative, procedure, and narrative texts. There are three purposes of learning English at junior high schools, they are: to develop the communicative competences both spoken and written texts to achieve the functional literacy level; to have senses of the important of English to increase the nation competitive ability in the global society; and to develop the students' understanding about the relation between language and

culture. Furthermore, the scopes of learning English at junior high schools are stated as follows:

- 1) Discourse competence (The ability to create spoken or written texts to achieve functional literacy level).
- 2) The ability to understand and create various short functional texts, monologue, and essays in the form of procedure, descriptive, recount, narrative, and report.
- 3) Linguistic competence (the use of grammar and vocabulary pronunciation, spelling and structure), Sociocultural competence (the use of expressions in the context of communication), strategic competence (to overcome problems which appear in the process of communication), and discourse forming competence (using a developing means).

In conducting the research, the researcher focused on the teaching writing of narrative texts based of the Standard of Competence and the Basic Competence in grade VIII as stated below:

The Standard of Competence and The Basic Competence are showed below:

Table 1: The Standard of Competence and The Basic Competence

| <i>Standar Kompetensi</i> | <i>Kompetensi Dasar</i> |
|---|---|
| <i>Menulis</i> <i>12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar</i> | <i>12.2. Mengungkapkan makna danl angkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.</i> |

f. Assessing Writing

According to Hyland (2003: 213), assessment refers to the variety of ways used to collect information on a learner's language ability or achievement. Moreover, he said that there are five main reasons for evaluating learners:

1) Placement

To provide information that will help to place the students into appropriate classes.

2) Diagnostic

To identify the students' writing strengths and weaknesses and to be used as a part of needs assessment.

3) Achievement

To enable learners to show the writing progress they have made in their course.

4) Performance

To give information about the students' ability in performing particular writing tasks.

5) Proficiency

To assess a student's general level of competence but these are not based on a particular writing course.

In assessing the student's writing, the researcher adapted the scoring rubric proposed by Jacob et al., (as cited in Wiegler, 2000).

Table 2: Writing Scoring Rubric

| Score Criteria | 4 | 3 | 2 | 1 |
|-------------------|---|---|--|---|
| Content | Relevant to assigned topic, comprehensive detail | Mostly relevant to the topic but lacks detail | Inadequate development of topic | Not enough to topic or not enough to evaluate |
| Organization | Well-organized, logical sequencing cohesive | Loosely organized, incomplete but logical sequencing, choppy | Lack logical sequencing and development, ideas disconnected | Does not communicate, no organization or not enough to evaluate |
| Language use | Few errors of agreement tenses, patterns, articles, pronouns, preposition | Occasional errors of agreement tenses, patterns, articles, pronouns, preposition but meaning not obscured | Frequent errors of agreement tenses, patterns, articles, pronouns, preposition, meaning confused or obscured | Dominant errors of agreement tenses, patterns, articles, pronouns, preposition, or not enough to evaluate |

(Continued)

(Continued)

| Score Criteria | | | | |
|-------------------|--|---|--|--|
| | Good word form mastery and appropriate word choice | Occasional errors in word form mastery and appropriate word choice but meaning obscured | Occasional errors in word form mastery and appropriate word choice, meaning confused or obscured | Dominant errors in word form mastery and appropriate word choice, or not enough to evaluate |
| | Few errors in spelling, punctuation, capitalization , paragraphing | Occasional errors in spelling, punctuation, capitalization , paragraphing | Frequent errors in spelling, punctuation, capitalization , paragraphing | Dominant errors in spelling, punctuation, capitalization, paragraphing or not enough to evaluate |

3. Comic Strips

a. Definition of Comic Strips

Comic Strips are series of adjacent drawn images, usually arranged horizontally, that are designed to be read as a narrative or a chronological sequence (Encyclopedia Britannica). Words may be introduced within or near each image, or they may be dispensed with altogether. If words functionally dominate the image, it then becomes merely illustration to a text.

According to McCloud (2008: 3), comic is a literature of drawings. Comic strips are a composition or other images in purposeful sequence and they have an aim to convey information

and visual response in the view. According to Mallia (as cited in Beard and Rhodes, 2002), comic is a narrative text told by way of sequences of pictures which has continue cast from one sequence to the next and the enclosure of dialogue and/or text within the pictures. The vocabulary is the whole visual symbols.

b. Advantages of Comic Strips

Comic strips are considered as visual materials. According to Jun Liu (as cited in Arroyani, 2010), comic strips are good materials because comic strips can motivate students' interest. It was supported by Drolet (2010), who said that the effect of Comic Strips is it can motivate the students in learning second language. In addition, Csabay (2006: 4) said that comic is not only amuse and make the students interested in, but also can be used as media in education. Comic can help the students deal with spoken or written language.

Comic Strips also help the students in generating ideas and finding words for their writing. Using Comic Strips can stimulate the students' brain and make it easier for the students to find the idea and inspiration about what they are going to write because Comic Strips contain pictures and some dialogues which are put in to several panels.

Furthermore, the dialogues that are put in Comic Strips can make the students able to find the words that they want to use in their writing easily. The dialogues contain many words that show what actually happen with the character, so that the students can pick some words that are already stated in the bubbles and put them into their writing by considering the spelling and the grammatical rules of their writing. Besides, Comic Strips also help them to enrich their vocabulary mastery.

4. Narrative Text

a. Definition of Narrative Text

According to Anderson (1998: 3), a narrative is a text that tells a story, in doing so, entertains the audience. According to Sadler and Hayllar (as cited in Arroyani, 2010), narrative is telling a story. The social function of narrative text is to entertain or amuse the readers. A narrative text should have many parts or generic structure namely orientation, complication, and resolution like what is stated below:

- 1) Orientation: It introduces the participants and informs the time and the place.
- 2) Complication: It describes the rising crises which the participants have to do with.

- 3) Resolution: It shows the way of participant to solve the crises, better or worse.

According to Anderson (1998: 3), the grammatical features of narrative text are:

- 1) Nouns that identify the specific characters and places in the story
- 2) Adjectives that provide accurate descriptions of the characters and settings.
- 3) Verbs that show the actions that occur in the story.
- 4) Time words that connect events, telling when they occurred.

b. How to Teach Narrative Texts

There are many activities that can be conducted in teaching narrative texts, especially in teaching writing skills. In teaching narrative, the teachers are introduced to the example and the generic structure of narrative text. They also showed the language features of narrative text to the students. After the students are clearly understand the example, the generic structure, and the language feature of narrative text, the students are given activities by doing the tasks about writing narrative text.

Concerning with the use of comic strips in teaching narrative, the students are asked to look at narrative texts, identify the generic structure and the language feature of the text, and then the students are also asked to complete a narrative text which is written based on the Comic Strips. Then finally the students are

demanded to write full narrative text based on the comic strips given.

B. Reviews of Relevant Studies

There are many relevant studies related to the use of comic strips technique in relation of improving students' narrative writing ability. The first study is a research which was conducted by Fika Megawati (2012). The study investigated the implementation of comic strips in teaching writing through a collaborative classroom action research at MAN Bangil, particularly in Class XII of Language Program. The study was conducted because she found out that the students' writing ability in narrative texts was unsatisfactory. Most of the students could not pass the minimum passing criterion. The students were also unmotivated to write narrative texts and it was also difficult for them to make their own writing. The procedures which were followed when she conducted the study were planning, implementing, observing, and reflecting. The finding shows that teaching writing using comic strips could successfully improve student's ability in writing.

The other relevant study is a study which was conducted by Dhamar Saka Kharisma (2012). He conducted research on the use of comic as an aid in teaching narrative text. The study was conducted in MTs N Brangsong, Kendal, particularly in Class VIII E. There were 34 students in that class as the population and the sample. The result of the

study shows that the students' achievement in writing was improved. The mean of the pre-test was 60.32%. The mean of the students' achievement was 70% in the first cycle; 76.33% in the second cycle; and 79% in the third cycle.

C. Conceptual Framework

The research's conceptual framework was formed based on the theoretical reviews and the theories of the research. The research took place in SMP Negeri 1 Pandak Bantul Yogyakarta, particularly in class VIII G because the students had low ability in writing narrative texts. To improve the students' ability in writing narrative texts, the researcher used Comic Strips. Comic Strips are useful to increase the students' ability to write narrative texts because by using comic strips, it is easier for the students to get the idea of what they want to write. Comic Strips provide dialogues in the bubbles which represent what the characters say. It means that by using Comic Strips, it is easy for the students to know what is actually told in the story. Using Comic Strips also makes the students get the idea of that they are going to write easily.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research is qualitative research in nature, in the form of action research. According to Carr and Kemmis's, cited in Koshy (2005: 25), definition of action research reflects a form of enquiry undertaken by participants in social situations in order to improve rationality and justice their own social or educational practices, as well as their own understanding of these practices and situations in which these practices are carried out. Furthermore, Nunan (as cited in McKay, 2006) said that action research typically has three major characteristics. Action research is carried out by practitioners, it is collaborative, and it is aimed at changing things.

This research was supported by qualitative and quantitative data. The qualitative data were gained through observation and interviews, while the quantitative data were gained through a test. This research aimed to implement an action in improving students' narrative writing ability in Grade VIII G of SMP Negeri 1 Pandak Bantul Yogyakarta, in the academic year of 2013/2014 by using Comic Strips.

B. Setting of the Research**1. The Location of the Research**

The location of the research was in SMP Negeri 1 Pandak Bantul Yogyakarta. It is located in Gilangharjo, Pandak, Bantul, Yogyakarta. The research was conducted in Class VIII G of SMP Negeri 1 Pandak.

2. The Time of the Research

The research was conducted in the second semester of the academic year 2013/2014. The research was conducted from April until May 2014.

C. Subject of the Research

The subject of the research was the eighth grade students of SMP Negeri 1 Pandak, specifically in class VIII G. There were 26 students, 9 are male and 17 are female.

D. Instrument of the Research

The instruments that were used in collecting data are an interview guideline, handy cam, and teacher/students journal.

E. Technique of Collecting Data

The data collected were qualitative and quantitative. The qualitative data were obtained by using interview, observation, and teacher/students journal, while the quantitative data were obtained from tests. There were two tests which were used by the researcher namely pre-test and post-test.

F. Data Analysis

The data were analyzed based on the data that the researcher gets from the interview, and observation. At first, the researcher looks the data as genuine data. Then the researcher analyzed the opinions, performance, and the result of the research. The result of the observation and the transcription of the interview were written in order to show the result of the observation and the interview. The fact and the actions in the class were written in the form of fieldnotes to show what that actually happen when the researcher conducted the research. To avoid subjectivity, the researcher asked the opinion about the implementation of the action research. The qualitative data was obtained by applying writing practice to the students.

G. Validity and Reliability of the Data

To fulfill the validity of the research, the researcher employed five criteria as proposed by Burns namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

1. Democratic validity

Democratic validity is aimed to make an alignment with the collaborators. It involved the English teacher, the principal of the School, and the researcher herself. The democratic validity is used to get contribution from other parties since many sources that show the same data will support the validity of the data.

2. Outcome validity

Outcome validity is related to the results of the actions which were conducted in the classroom. In this research, the process is focused on the actions or efforts that were taken to improve students' writing ability on narrative texts. The actions were successful which fulfill the outcome validity of the research.

3. Process validity

Process validity is made in order to make the data of the research believable. The researcher asked the collaborator to check and monitor the classroom situation during the teaching and learning process, the collaborator was asked to take notes of the situation in the classroom. This research consists of two cycles.

4. Dialogic validity

Dialogic validity is aimed to make the stake holders who are involved in this research take part in the process of the research. There were two collaborators in this research. The collaborator observed and monitored the class during the process of the research. The dialogic validity was achieved from the dialogues with the collaborators.

5. Catalytic Validity

Catalytic validity was gained when the participants of the research moved to action based on their changed understanding that came from the participation in the study. There was a change in the students' understanding when the students participated in this research.

H. Procedure of the Research

The procedure used in this research was based on Kemmis and McTaggart namely the spiral model. The research was conducted based on the following steps:

1. Determining the Thematic Concern-Reconnaissance

To determine the thematic concern-reconnaissance, the researcher did observation and interviews. The observation was held by the researcher on Thursday, April 10th, 2014. The observation was conducted during the teaching learning process in the class. Besides, the researcher also conducted interviews to get as much as information that she gained. The interviewees were the English teacher and the students of Class VIII G of SMP Negeri 1 Pandak.

2. Planning

The researcher made some plans to be implemented in the action research. After the researcher got the result of the observation and the interviews, she made some plans to select the problem that she wanted to solve and determined the way to solve it. The collaborator was asked to help the researcher in making the plan.

3. Action and Observation

The actions plan was implemented in two cycles. Each cycle was done in two meetings. The materials were adapted from the English course book for Grade VIII of Junior High School and from any relevant sources.

4. Reflection

The reflection was made by all involved members of the research. The successful actions then were continued in the teaching and learning process. Actually, unsuccessful actions were modified into the better ones.

The illustration of the spiral model proposed by Kemmis and McTaggart, cited in Koshy (2005: 4) are presented in figure 2 below:

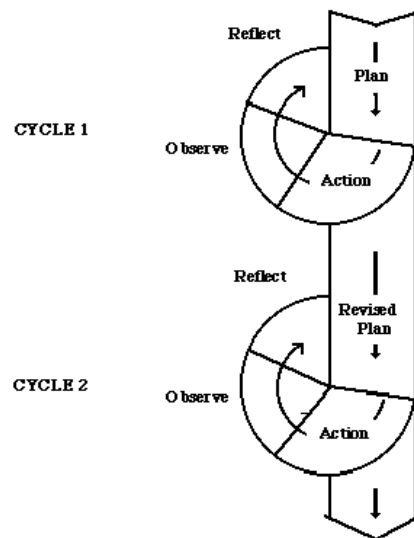


Figure 2. Cycle of Action Research

I. Research Schedule

The research was held in the second semester of the academic year of 2013/2014. The research was conducted in two cycles and there were two

meetings in every cycle. The research was conducted from April until May 2014.

The schedule was shown in the table below:

Table 3: Research Schedule

| No | Day/ Date | Time | Material |
|----|---|-------|-----------------|
| 1. | Saturday, April 12 th , 2014 | 12.00 | Narrative Texts |
| 2. | Tuesday, April 15 th , 2014 | 12.30 | Narrative Text |
| 3. | Saturday, May 10 th , 2014 | 12.00 | Narrative Text |
| 4. | Tuesday, May 13 th , 2014 | 12.30 | Narrative Text |

CHAPTER IV

RESEARCH FINDINGS

The research aimed to improve the students' ability in writing narrative texts. The researcher focused on using comic strips to improve the eighth grade students' narrative writing ability in SMP Negeri 1 Pandak.

A. Reconnaissance

Before conducting the research, the researcher did the reconnaissance stage. In this stage, the researcher tried to find the problem found in SMP Negeri 1 Pandak, particularly in class VIII G. The class consisted of 26 students. The reconnaissance step was conducted through observation, interview, and a pre-test. The observation was held on Thursday, April 10th, 2014 at 10.15 a.m. The result of the observation showed that there were some problems found in the class. When the researcher came to the class and observed the teaching and learning process, she found out that the male students seemed not interested in the subject and all of them looked inactive. Most students in the class did not understand well about Past-tense. It was showed from their answer when the teacher asked them about the past-tense. The teacher asked them which form was true, "did not agree" or "did not agreed", and most of the students gave the wrong answer. Besides, the researcher also conducted interviews. The interviewees were the students of class VIII G and the English teacher of class VIII G. The result of the interview showed that the students still felt so difficult to write texts in English. The English teacher

said that the writing skills of the students of Class VIII G were still low. It can be seen from the interview transcript below:

R: *Kalau writing skills-nya anak-anak bagaimana ya Pak? Apakah sudah baik atau belum Pak?* (How about the students' writing skills, Sir? Are they good, Sir?)

GBI: *Kalau menurut saya mereka masih belum begitu bagus Mbak.* (The students' writing skills are not too good.)

R: *Kurang begitu bagus bagaimana ya Pak maksudnya?* (What do you mean, Sir?)

GBI: *Ya masih banyak yang belum bisa menulis dengan benar.* (There are many students who cannot write correctly.)

Interview Transcript 1

There were so many students who could not write sentences with correct grammatical rules. They also had problems with their vocabulary mastery. The teacher said that they wasted a lot of time just for finding the words in the dictionary. In addition, the researcher also conducted a Pre-test. The Pre-test showed that most of the students still had a very low proficiency in writing narrative texts in term of grammar, vocabulary, punctuation, and organization. After getting the data of the problem found in SMP Negeri 1 Pandak, the researcher helped by the English teacher and the collaborator determined the problems that need to be solved. The problems were chosen based on the urgency and the feasibility. The problems chosen are stated below:

Table 4: The problems chosen need to be solved

| No. | Problems | Effort |
|-----|--|---|
| 1. | The students could not write correctly. | Using Comic Strips to improve the students' writing. |
| 2. | It was so difficult for the students to develop their ideas. | Using Comic Strips to help the students develop their idea. |

B. Report of Cycle I

1. Planning

In this process, the researcher tried to find the way in solving the problem which was found when the researcher was in the reconnaissance process.

There are some problems which were chosen to be solved:

1. It was very difficult for the students to find ideas and the appropriate words that they want to use when they want to write narrative text
2. The students were confused in using the past tense (Verb 2)
3. The students often forgot about using right capitalization and punctuation.

Based on the problems above, the researcher used comic strips technique in improving the students' ability in writing narrative texts. There were 2 cycles in this research with 2 meetings in each cycle.

2. Action and Observation

a. Meeting 1 of Cycle I

The first meeting was held on Saturday, April 12, 2014. The researcher and the collaborator arrived at the school at 11.40 a.m. Then the researcher and the collaborator waited out of the classroom because the meeting would be started at 12.00 a.m. While waiting, the researcher and the collaborator talked about the material that the researcher wanted to deliver. When it was already 12.00 a.m., the researcher and the collaborator came to class VIII G. The researcher prepared LCD that was used to show the materials. When everything was already prepared, the researcher opened the class and greeted the students. Then the researcher explained to the students about the nature of narrative texts (definition, generic structure, and language features). The researcher explained about the past tense since the sentences which are used in narrative texts are in the form of the past tense. When the students had clear understanding about past tense, the researcher continued the lesson by giving the students an example of narrative texts and its generic structure. After the students looked at the example of narrative texts and the generic structure, the researcher gave handouts to the students. The researcher gave an explanation of how to do Task 1 and Task 2. The students did Task 1 in groups of four. They had to identify generic structure of the text narrative given.

The students did Task 1. While doing Task 1, many groups asked the researcher about the task. It can be showed in the fact below:

Siswa-siswa mengerjakan soal Task 1 secara berkelompok. Setiap kelompok terdiri dari empat orang siswa. R berkeliling kelas untuk mengontrol siswa. Banyak kelompok yang bertanya kepada R tentang tugas tersebut. (The students did Task 1 in groups. Every group consist of four students. The researcher walked around the class to check the students' work. There are many groups who asked to the researcher about the task.)

FN 4

After the students completed Task 1, the researcher and the students discussed the task together. Then the students continued to do Task 2. Here, the students had to do the task in pairs. They had to read the narrative text in Task 1 and identify the verbs 2 and then changed them into verbs 1, and they had to find the Indonesian meaning. In this task, the researcher focused on making the students familiar with verb 1 and verb 2 by changing the verbs 2 into verbs 1. The researcher provided verbs 2 first because it was already stated in Task 1 and it could make the students be aware of the use of verbs 2. The researcher walked around the classroom to check the students' work. Then the students and the researcher discussed the task together. The researcher wrote the meaning of the verbs on the white board. After the researcher and the students finished discussing Task 2, they continued to do the next task. In Task 3, the researcher asked the students to look at a comic strip which was put in the handout. They had to identify verbs 1 and

then change them into verbs 2 and find the Indonesian meaning. After the students finished doing the task, the researcher and the students discussed the task together. Finally it came to the last task in meeting 1. In Task 4, the students had to do the task individually. They had to look at the comic strips in Task 3 again and they had to complete a narrative text based on the comic strips. The first and the last paragraphs had been done by the researcher so the students had to complete the narrative text on the blank space that was provided by the researcher. The researcher walked around the class to check the students' work. After all of the students finished writing the narrative text, the researcher collected the students' work. Then the researcher gave some clues about what they were going to talk and discuss in the next meeting. After that, the researcher closed the class and went home.

b. Meeting 2 of cycle I

The second meeting was held on Tuesday, April 15, 2014. The researcher arrived at the school at 12.10 p.m. Then the researcher said to the school staff that she wanted to conduct the second meeting of the research in class VIII G. Fortunately, the researcher met a student of class VII G who passed the hall and the student said that on that day, the class was moved to class VII G which is located near the basket ball field. Then the researcher went to class VII G. There were

students of class VIII G there. Then the researcher prepared all of the materials that would be taught. The lesson started at 12.30 p.m. The researcher opened the class as usual. The researcher greeted the students, prayed, and checked the attendance. There were two students who were absent. After checking the attendance, the researcher started the lesson. She gave the students the paper of students' work in the previous meeting. She gave feedback to their work. It can be seen from the fact below:

R membahas kesalahan-kesalahan yang dilakukan oleh siswa-siswa baik dalam hal grammar, punctuation, vocab, spelling, content, dan organization. "Nah anak-anak coba dilihat hasil pekerjaan kalian yang udah Miss bagikan. Masih banyak kesalahan-kesalahan dalam hal grammar dan punctuation. Ada juga yang masih salah dalam hal spelling atau ejaannya." (The researcher discussed mistakes that the students made about grammar, punctuation, vocabulary, spelling, content, and organization. "Now, look at your work that I gave to you. There are a lot of mistakes about the grammar and the punctuation used. There were also many students who made mistakes on the spelling.")

FN 5

After that, the researcher wrote on the white board the mistakes that the students made in the task of the previous meeting. After all of the students got clear understanding about the feedback that the researcher gave, the researcher continued the lesson by reminding the students about the nature of a narrative text. After that, the students were given a handout again. The handout contained a task that they had to do in this meeting. The researcher gave an instruction what they were going

to do. The students were asked to write a full narrative text based on the comic strips given. The researcher walked around the class to see whether the students did the task or not. After all of the students finished the task, the researcher collected the students' work and closed the class.

3. Reflection

From the actions that were conducted by the researcher in Cycle I, there were many things that had to be highlighted. In the first meeting, at the beginning of the class, the students were enthusiastic when the researcher gave a warming up by asking them about narrative story that they had ever heard. It can be seen from the fact below:

Setelah itu R mulai membawa siswa ke topik yang akan diajarkan. "Kalian semua pernah mendengar dongeng ngga? Coba Miss disebutkan apa saja dongeng yang sudah pernah kalian dengar," dan sebagian siswa terlihat antusias dalam menjawab pertanyaan R "Cinderella Miss", "Sangkuriang Miss", "Kancil Miss". (After that, the researcher brought the students into the topic that she wanted to deliver. "Have all of you ever heard about narrative/fairytale? Please mention the narrative/fairytale that you have ever heard", and most of the students were enthusiastic in answering the researcher's question "Cinderella Miss", "Sangkuriang Miss", "Kancil Miss.")

FN 4

The students also paid attention to the researcher's explanation about narrative text carefully. Actually when the researcher gave the instruction about the task that they had to do, some students looked so

confused and did not know what the researcher said. It can be seen from the fact below:

R menerangkan cara mengerjakan Task 1 dan Task 2 “In Task 1, you have to identify the generic structure of the text, and in Task 2, you have to read again narrative text in Task 1 and identify the verbs, then change them into Verb 2, and find the Indonesian meaning.” Sebagian besar siswa terlihat bingung dengan instruksi yang diberikan R, “Miss ini gimana sih Miss? Ini Disuruh ngapain Miss?” Lalu R kembali menerangkan instruksinya dengan menggunakan bahasa Indonesia. (The researcher explained to the students how to do Task 1 and Task 2 “In Task 1, you have to identify the generic structure of the text, and in Task 2, you have to read again narrative text in Task 1 and identify the verbs, then change them into Verb 2, and find the Indonesian meaning.” Most of the students were confused with the instruction which was gave by the researcher, “Miss, how to do with this? What should we do with this task Miss?” Then the researcher explained to the students about the instruction again in Indonesian.)

FN 4

The students were also very reluctant to work individually. It can be seen from the fact below:

Lalu R menerangkan cara mengerjakan Task 3 “Now, look at the Comic Strips and identify the verbs, then change them into verb 2, and find the Indonesian meaning. Sekarang lihat Comic Strips di Task3, nah lalu dicari verbs-nya yang mana aja terus nanti digantijadi verb 2 dan dicari artinya dalam bahasa Indonesia. Yang ini tugasnya individu. Paham?”, siswa-siswa menjawab “Yaaaah kok individu Miss?”. Siswa-siswa terlihat keberatan untuk mengerjakan secara individu. (Then the researcher explained to the students about how to do Task 3. “Now, look at the Comic Strips and identify the verbs, then change them into verb 2, and find the Indonesian meaning. You must work individually. Understand?” The students answered “Yaaaaah we have to work individually, Miss?”. The students were reluctant to do the task individually.)

FN 4

The result of the students' work also showed many mistakes that the students made, especially on grammar and also punctuation. In the second meeting of Cycle I, the students looked so excited when they did the task. It can be seen from the fact below:

Kemudian R berkeliling kelas untuk mengecek apakah siswa-siswa benar-menar ,mengerjakan atau tidak. Siswa-siswa tampak bersemangat dalam mengerjakan tugas yang telah diberikan oleh R. Selama proses mengerjakan, ada beberapa siswa yang bertanya kepada R tentang vocab dan grammar dan siswa-siswa tampak bersemangat dan antusias dalam mengerjakan tugas. Ini terbukti dengan tidak ada satupun siswa yang belum selesai mengerjakan ketika waktu yang telah diberikan untuk mengerjakan telah habis. (Then the researcher walked around the class to check whether the students really did the task or not. The students were enthusiastic in doing the task. In doing the task, there were some students who asked the researcher about vocabulary and grammar and they enjoyed doing the task. It was proven by the fact that there were no students who had not finished the task when the time was up.)

FN 5

The result of the students' score in Cycle I also showed that there was an improvement. The students' score is higher than the pre-test score. In Pre-test, the students' mean score was 1.5 on content; 1.461 on organization; 1.192 on language use, 1.23 on vocabulary; and 1.384 on mechanics. In Cycle I, the students' mean score was 2.25 on content; 2.166 on organization; 1.75 on language use; 1.833 on vocabulary; and 2.166 on mechanics. Actually there still many students who made many mistakes. It was also supported by the interview which was conducted by the researcher with the English teacher below:

R : *Bagaimana pendapat Pak Samsul tentang kemampuan menulis siswa di Cycle I, Pak?* (What do you think about the students' writing skills in Cycle I, Sir?)

GBI : *Sudah ada peningkatan ya Mbak kalo saya lihat. Anak-anak juga sudah termotivasi dengan baik. Kesalahan-kesalahan dalam menulis juga sudah menunjukkan penurunan Mbak.* (There was an improvement. The students were well motivated. There was a decrease in the students' errors.)

Interview Transcript 6

The improvement was also supported by the interview which was conducted by the researcher and the students below:

R: *Jadi kesimpulannya kalian merasakan ada peningkatan kemampuan menulis teks narrative dalam diri kalian ngga?* (So the conclusion is that you feel that there is an improvement on your narrative writing ability?)

S1 : *Merasakan Miss.* (Yes Miss. I feel it.)

S2 : *Iya Miss. Sekarang jadi lebih bisa nulisnya hehe.* (Yes Miss. Now I can write more easily.)

Interview Transcript 7

In conclusion, the findings in Cycle I showed that the students were reluctant to work individually, there were some students who still made mistakes especially on their grammar and vocabulary, there were some students who some times forgot to use verbs 2, and the students could develop their ideas.

C. Report of Cycle II

1. Planning

After conducting Cycle 1, the researcher and the collaborator discussed the things that need to be improved related to the students' writing skill in writing narrative texts. After examining the result of the actions that were done in Cycle I, the researcher and the collaborator found out that the students' ability in writing narrative texts showed an improvement but there were many aspects or criteria that still need to be improved. The first aspect is about grammar. There were some students who were still confused how to write in English by using correct grammatical rules. So the researcher and the collaborator decided to give the students tasks of rearranging jumbled words into the best arrangement and they also had to change the verb 1 in the bracket into the verb 2.

2. Action and Observation

a. Meeting 1 of Cycle II

The meeting was done on Saturday, May 10th, 2014. The class began at 12.00 p.m. The researcher and the collaborator came to the class. When the researcher and the collaborator entered the class, there were some students who were not in the class. Then the researcher asked the students to come in the class and started the lesson. The researcher opened the class by greeting and praying. Then the researcher checked the attendance. The researcher did the warming up by asking the

students about the last material that she gave to them. Most of them remembered what the researcher taught in Cycle I. It can be seen from the fact below:

R melanjutkan pelajaran dengan mengadakan warming up dengan menanyai siswa tentang apa yang dipelajari di Cycle I kemarin. Semua siswa masih ingat dengan materi yang telah R berikan di Cycle I. (The researcher continued the lesson by giving warming up to the students through asking them about what have they learnt in Cycle I. All of the students remembered the materials that the researcher gave in Cycle I.)

FN 6

After that, the researcher asked to the students about the examples of narrative texts that they had ever heard, “Have you ever heard about a narrative text?” said the researcher. Most of the students answered “Yes Miss.” The researcher continued, “So now, give me the examples, please.” The students replied, “*Malin Kungang Miss, Ki Ageng Mangir, Cinderella, terus Si Kancil Miss*”. Then the researcher gave clear explanation about narrative texts, including the definition, the generic structure, language feature, and the example of narrative texts. The researcher showed the students the example of narrative texts and she asked the students the meaning of the words on the text and most of the students knew the meaning of the words and the meaning of the text. The researcher asked the students to clarify their understanding “Do you understand, students?” and the students said “Yes Miss, understand.” Then the researcher continued the lesson by

giving the students worksheets which contained Task 1 and Task 2. In Task 1, the students had to identify the generic structure of the narrative text. The researcher walked around the class to monitor the students. After that, the researcher and the students discussed the answer together. All of the students got all correct answers. Then the researcher gave the students instructions in doing Task 2. In Task 2, the students were asked to rearrange the jumbled words into the best arrangement. The researcher walked around the class while the students were doing the task. Then the researcher and the students discussed the task together again. Then the last task was given to the students. In Task 3, the students were asked to complete the narrative text which was written based the comic strips given. The students looked so enthusiastic when they did the task. After that, the researcher collected the students' work and closed the class.

b. Meeting 2 of Cycle II

The meeting was held on Tuesday, May 13th, 2014. The class began at 12.30 p.m. The teacher came into the class and opened the class by greeting and praying as usual. The researcher checked the attendance. The researcher started to review what had been learnt in the previous meeting. Then the researcher gave feedback to the students' work in the previous meeting. She explained the mistakes that the students made and gave more explanation in order to make the students

understand their mistakes. After all of the students got clear understanding, the researcher then gave them worksheets. The students were asked to write a narrative text based on the Comic Strips given. This was the last task and they had to produce their real complete text which consists of orientation, complication, and resolution. The researcher walked around the class and saw their work. The students were enthusiastic in doing the task. It can be seen from the fact below:

Lalu para siswa mulai mengerjakan tugas yang diberikan dan R berkeliling kelas untuk mengontrol siswa. Siswa terlihat bersemangat dalam mengerjakan tugas yang telah diberikan. (Then the students began to do the task given by the researcher and the researcher walked around the class to check the students' work. The students looked enthusiastic in doing the task.)

FN 7

After the students finished doing the task, the researcher asked the students to submit their work. Then the researcher closed the class by praying and saying goodbye.

3. Reflection

Cycle II was further actions that were conducted by the researcher as the continuing actions of Cycle I that the researcher took to make a better improvement. Meeting one of Cycle II began with giving the students understanding about the nature, generic structure, and language feature of narrative text. All students still remembered the materials that were given by the researcher in Cycle I. They also had

got better understanding about the generic structure of the narrative texts as the fact below showed:

R mencoba bertanya kepada para siswa tentang generic structure teks tersebut dan tampak seluruh siswa menjawab secara lisan dengan benar. (The researcher asked to the students about the generic structure of the text given by the researcher and all of the students answered correctly)

FN 6

and also the fact below:

R memberikan penjelasan tentang Task 1 “Look at the paper, please. Dilihat kertasnya. There are two tasks here. Ada dua task ya di sini. Task 1, in groups of four, read the text below then identify the generic structure of the text. Jadi di Task 1 kalian disuruh apa anak-anak?”, dan para siswa menjawab secara serempak, “disuruh cari generic structure-nya Miss.” Ketika para siswa mengerjakan soal, R berkeliling mengontrol siswa dan memastikan bahwa semua kelompok mengerjakan tugas yang diberikan. Setelah itu R bersama siswa membahas jawaban bersama-sama dan semua kelompok berhasil menjawab dengan benar. (The researcher gave an explanation to the students about Task 1 “Look at the paper, please. Look at the paper. There are two tasks here, read the text below and identify the generic structure of the text. So, in this task, what should you do, students?”, and all of the students answered, “We have to find the generic structure of the text Miss.” When the students did the task, the researcher walked around the class to check and make sure that the students did the task. After that, the researcher discussed the answer together with the students and all of the groups answered correctly.)

FN 6

The students also understood the meaning of all the words and every sentence in the narrative text. It can be seen from the fact below:

R juga bertanya tentang arti kata dan arti kalimat dalam teks dan tampak sebagian besar siswa tahu arti kata dan arti kalimat dalam teks. R lalu menanyai para siswa apa mereka sudah paham dan seluruh siswa menjawab bahwa mereka sudah paham. (The researcher asked to the students about the meaning of the words in the text and most of the students knew the meaning of the words in the text. then the researcher asked the students whether they were understand or not and all of the students answered that they understood.)

FN 6

It proved that the students had better vocabulary mastery since they knew the meaning of all the words in the text.

In Cycle II, the students also could work cooperatively with their pairs.

It was showed from the fact below:

Lalu para siswa mulai mengerjakan soal. Kali ini terlihat anak-anak sudah tampak kooperatif dengan pasangannya. Siswa-siswa juga tampak bersemangat dalam mengerjakan tugas. Hal ini terlihat dari antusiasme para siswa yang bertanya kepada R ketika mereka sedang mengerjakan “Miss, kalau ini bener ngga? Malin Kundang worked to support his hard life”, lalu R menjelaskan “Seperti itu boleh, tapi kaya gini juga boleh, Malin Kundang worked hard to support his life.” Lalu siswa tersebut menjawab “Oh iya Miss, tadi aku juga bikin kaya Miss tapi kayapunya kok kayanya juga bisa, makanya aku tanya ke Miss, hehe.” (Then the students started to do the task. The students worked with their pairs cooperatively. The students also seemed motivated when they did the task. It could be seen from their enthusiasm of the students who asked to the researcher about the answer of the task when they did the task “Miss, is ‘Malin Kundang worked to support his hard life’ right?” Then the researcher explained “That’s good, but ‘Malin Kundang worked hard to support his life’ is also correct”. Then the student replied “Oh yes Miss, previously I thought it’s like Miss Afi’s, but later I thought that mine is also correct, so I asked it to Miss hehe.”)

FN 6

The fact above also proved that the students also had a better and higher motivation in doing the task since they looked so enthusiastic when they did the task. They also had better understanding in rearranging the jumbled words into a good sentence since the students had a good critical thinking process that they analyzed the jumbled words into two versions and both are correct. This fact proved that they had a good improvement on term of language use. . The improvement of the students' writing ability was also showed from the interview transcript below:

R: *Dek Fuji ngerasain ada peningkatan di kemampuan menulis narrative text ngga Dek?* (Fuji, do you feel that there is an improvement in yor writing ability?)

S: *Kemampuanku Miss?* (My writing ability Miss?)

R: *Iya.* (Yes.)

S: *Emmm... Meningkat sih kalo aku rasainnya Miss. Sekarang jadi lebih bisa nulisnya Miss.* (Emmm... I feel there is an improvement Miss. Now I can write in English well.)

S: *Masih suka bingung ngga kalo mau bikin kalimatnya?* (Are you still confused in making sentences?)

R: *Kalo sekarang udah ngga Miss.* (No, Iam not.)

Interview Transcript 13

Furthermore, the students also had better ability in developing their ideas. It can be showed from the interview transcript below:

R : *Kalau dalam hal mengembangkan idenya gimana?*(How about in developing your ideas?)

S1 : *Sekarang jadi lebih mudah Miss kalau mengembangkan ide.* (Now it becomes easy Miss.)

S2 : *Aku juga Miss.* (Me too, Miss.)

Interview Transcript 15

The students' score in Cycle II was also better than the students' score in Cycle I. The students' mean score in Cycle I was 2.25 on content; 2.166 on organization; 1.75 on language use; 1.833 on vocabulary; and 2.166 on mechanics. In Cycle II, the students' mean score was 2.653 on content; 2.384 on organization; 2.538 on language use, 2.346 on vocabulary; and 2.423 on mechanics.

In conclusion, the findings in Cycle II showed that the students were not reluctant to work individually, the students had good understanding in using correct grammatical rules, the students had better vocabulary mastery, the students were excited when they did the task given by the researcher, and the students could develop their ideas better.

D. Research Findings and Discussions

This part presents the data that were gained during the research process. The findings consist of two types of data namely qualitative and quantitative data. The qualitative data were gained through observation and interviews, while the quantitative data were gained through tests. The researcher used a pre-test and a post-test in this research. The pre-test was

conducted before the actions in Cycle I were done and the post-test was conducted after the actions in Cycle II were done. From the observation, interviews, and the pre-test that were conducted by the researcher, she found out that the students of class VIII G in SMP Negeri 1 Pandak had low ability in writing narrative texts. She found a way in improving the students' narrative writing ability in the eighth grade students of SMP Negeri 1 Pandak. After the actions of Cycle I were conducted, the result showed that there was an improvement on their writing ability in the criteria of language use, vocabulary, mechanics and motivation, but there were still many students who did many mistakes in their writing. Then in Cycle II, the result showed that the students made better improvement. There were only some students who made mistakes on every criterion, but after the researcher gave them feedback, they got better understanding on writing narrative texts and their score in Cycle II was better than their score in Cycle I. The post test also showed good improvement. The students' post-test score increased. It was better than the students' score in Cycle II.

The mean of students' score are presented below:

Table 5: Students' mean score

| Stage | C | O | L | V | M |
|------------------|--------------|--------------|--------------|--------------|--------------|
| Pre-test | 1.5 | 1.461 | 1.192 | 1.23 | 1.384 |
| Action I | 2.25 | 2.166 | 1.75 | 1.833 | 2.166 |
| Action II | 2.653 | 2.384 | 2.538 | 2.346 | 2.423 |
| Post-test | 3.192 | 3.115 | 3.192 | 3.23 | 3.346 |

From the table 5 above, it could be concluded that there is an improvement on the students' mean score on every aspect or criterion namely content, organization, language use, vocabulary, and mechanics. In Pre-test, the students' mean score was 1.5 on content; 1.461 on organization; 1.192 on language use, 1.23 on vocabulary; and 1.384 on mechanics. In Cycle I, the students' mean score was 2.25 on content; 2.166 on organization; 1.75 on language use; 1.833 on vocabulary; and 2.166 on mechanics. In Cycle II, the students' mean score was 2.653 on content; 2.384 on organization; 2.538 on language use, 2.346 on vocabulary; and 2.423 on mechanics. In Post-test, the students' mean score was 3.192 on content; 3.115 on organization; 3.192 on language use, 3.23 on vocabulary; and 3.344 on mechanics.

The Students' improvement was stated on the table below:

Table 6: The Students' Improvement

| No. | Pre-Condition | Cycle I | Cycle II |
|-----|--|--|--|
| 1. | The students could not write correctly. | Most of the students could write correctly but there were some students who some times forgot to use verbs 2 and they lack vocabulary mastery. | All of the students could write correctly and they became aware in using verbs 2 and they had better vocabulary mastery. |
| 2. | It was so difficult for the students to develop their ideas. | The students could develop their ideas. | The students could develop their ideas better and they were confident enough in writing narrative texts. |

From the table, it could be concluded that there was an improvement from Pre-Condition, after action in Cycle I, and action in Cycle II. Before the actions implemented, the students could not write correctly and it was so difficult for the students to generate their ideas. In Cycle I, most of the students could write correctly but there were some students who some times forgot to use verbs 2 and they lack vocabulary mastery. They also could develop their ideas. Then after Cycle II implemented, All of the students could write correctly and they became aware in using verbs 2 and they had better vocabulary mastery. Moreover, they could develop their ideas better and they were confident enough in writing narrative texts.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study was action research in nature and consisted of two cycles. This study aimed to improve the students' narrative writing ability in SMP Negeri 1 Pandak since the students had problems dealing with their ability in writing narrative texts. The researcher chose Comic Strips as media to improve the eighth grade students' narrative writing ability because Comic Strips were the best media to solve the problem that existed in Class VIII G

The result of the observation which was conducted by the researcher in SMP Negeri 1 Pandak showed that the eighth grade students had low ability in writing, especially in writing narrative texts. The students found many difficulties when they wrote narrative texts. They could not organize the texts into a good organization. It was also difficult for them to find the appropriate words that they had to use. The researcher also found that many students could not use the right grammatical rules. They were also confused in making sentences in the form of the simple past tense. Many students also felt confused how to start their writing since most of them did not have any idea of what they wanted to write.

The data gained were qualitative and quantitative data. The qualitative data were gained through observation and interview, while the quantitative data were gained from tests. From the actions that were

conducted, it showed that Comic Strips can improve the students' narrative writing ability in Class VIII G of SMP Negeri 1 Pandak. The result of the research process showed that there was significant improvement after the actions were implemented. The students could generate ideas easily and they could write narrative texts in the correct form. The score of the students' achievement increased from the Pre-test, Actions in Cycle I, Actions in Cycle II, and Post-test.

B. Implications

The research was successfully done. The students' narrative writing ability was successfully improved. Comic Strips as media could increase the students' ability in writing narrative texts. Comic Strips provided pictures and words in the bubble which could stimulate the students' brain to develop their idea. By using Comic Strips, it was easier for the students to write the sentence since Comic Strips gave words or vocabulary that could be used in their writing. The words which were available in the Comic Strips were not merely clues, but they were more understandable because they were put in the bubble and represent what the characters said and so that it was easier for the students to know what actually told in the narrative texts was.

C. Suggestions

After the researcher conducted the research, there are some suggestions proposed by her as follows:

1. For the English teacher

The English teacher should provide media which is effective and can make the students more interested in the subject and the skill that have been taught. It is recommended for the teacher to use Comic Strips for teaching writing since they are good media to be used to increase the students' motivation and to make them get the idea of what they want to write easily as Comic Strips provide them with pictures and bubbles which contain words or conversation which is written on it.

2. For other researchers

Other researchers use this study as the reference in conducting the other researches which use Comic Strips as the technique. They can apply Comic Strips for different text types and different grades.

REFERENCES

- Anderson, M., and Anderson, K., 1998. *Text Type in English I*. South Yarra: Macmillan Education Pty Ltd.
- Arroyani, F. 2010. *The Effectiveness of Teaching Using Comic Strips to Facilitate Students' Reading Comprehension Skill on Narrative Text*. Semarang.
- Badan Standar Nasional Pendidikan. 2006. *Standar Kompetensi dan Kompetensi Dasar Tingkat SMP dan MTs*. Jakarta: Depdikbud.
- Beard, C., and Rhodes, T. 2002. *Experiential Learning: Using Comic Strips as 'Reflective Tools' in Adult Learning Australian Journal of Outdoor Education*, 6(2), 58-65. Sheffield.
- Brown, H.D. 2004. *Language Assessment and Classroom Practices*. New York: Pearson Education Inc.
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*. New York: Pearson Education.
- Brown, H.D. 2000. *Principles of Language Learning and Teaching 4th Edition*. Newyork: Pearson Education.
- Csabay, N. 2006. Using Comic Strips in Language Classes. English Teaching Forum. Hungary.
- <http://eca.state.gov/forum/vols/vol44/nol/p24.htm>. Retrieved on Thrusday, December 26th, 2013.
- Hamp-Lyons, L. & Heasley, B. (2006). *Study Writing (2nd Ed.)*. Cambridge: Cambridge University Press.
- Harmer, J. 2007. *The Practice of English Language Teaching*. Essex: Pearson Education Ltd.
- Harmer, J. 2004. *How to Teach Writing*. Harlow: Pearson Education Ltd.
- Harmer, J. 2001. *How to Teach English: An Introduction to the Practice of English Language Teaching*. Malaysia: Longman.
- Hylan, K. 2003. *Second Language Writing*. Cambridge: Cambridge University Press.
- . Kemmis, S., and Mc.Taggart, R. 1998. *The Action Research Planner*. Victoria: Deakin University.

Kharisma, D.S. 2009. *The Use of Comic as an Aid in Teaching Narrative Text (A Case Study of The Eight Grade Students of the Second Semester of MTs N Brangsong Kendal in the Academic Year of 2008/2009*. Semarang.

<http://www.lib.unnes.ac.id>. Retrieved on Monday, December 23th, 2013.

Koshy, V. 2005. *Action Research for Improving Practice A Prractical Guide*. New Delhi: SAGE Publications India Pvt Ltd.

Lodico, M.G., et al. 2010. *Methods in Educational Research From Theory to Practice (2nd Ed.)*. San Francisco: Jossey-Bass.

McDougal, L. 1989. *English Orange Level*. Illionis: McDougal Littell Company.

McKay, S.L. 2006. *Researching Second Language Classrooms*. London: Lawrence Erlbaum Associates Publishers.

McCloud, S. 2008. *Reinventing Comics*. Jakarta: Kepustakaan Populer Gramedia.

Megawati, F., and Anugerahwati, M. 2012. *Comic Strips: A Study on the Teaching of Writing Narrative Texts to Indonesian EFL Students*. Malang.

<http://journal.teflin.org/index.php/teflin/article/viewFile/303/246>. Retrieved on Monday, December 23th, 2013.

Olson, M.C., et al. 1982. *Composition and Applied Grammar 7 the Writing Process*. Boston: Allyn and Bacon, Inc.

Oshima, A., and Hogue, A. *Writing Academic English 3th Edition*. New York: Longman.

Richards, J.C., and Renandya, W.A. 2002. *Methodology in Language Teaching: An Antology of Current Practice*. Cambridge: Cambridge University Press.

Wieggle, S.C. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.

APPENDICES

APPENDIX A

COURSE GRID

COURSE GRID (CYCLE I)

Sekolah: SMP Negeri 1 Pandak

Kelas: VIII (Delapan)

Semester: 2 (Dua)

Standar Kompetensi: Writing

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Comic Strips | Penilaian | | | Alokasi waktu | Sumber belajar | Karakter |
|--|--|---|--|--|--------------|------------------|--|---------------|--|-------------------------|
| | | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | | |
| 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i> . | Definition of narrative text. Generic structure of narrative. Language Features of narrative. An example of narrative text. | Membahas definisi, generic structure, language feature teks narrative dan contoh teks narrative. Menentukan generic structure dari sebuah teks narrative. Mengidentifikasi verbs 2 dalam teks narrative dan mengartikannya. | Mengidentifikasi generic structure dalam sebuah teks narrative. Mengidentifikasi verbs 2 dan mengartikannya. Mengidentifikasi dan mengubah verbs 1 menjadi verbs 2. Melengkapi teks narrative | Comic Strips entitled “The Fisherman and the Sea Princess”, and “Malin Kundang”. | Tes tertulis | Essay | In group of four, read the text below then identify the generic structure of the text. In pairs, read the narrative text in task 1 again and identify the verbs 2 then change them into Verbs 1 | 4x40 | Buku yang relevan (Wardian, Artono, dkk. 2008. English in Focus for Grade VIII Junior High School (SMP/MTs). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional) Sumber-sumber lain yang relevan. | Jujur dan bekerja-sama. |

| | | | | | | | | | | |
|--|--|---|--------------------------------|--|--|--|--|--|--|--|
| | | <p>Mengidentifikasi verbs 1 dalam sebuah teks narrative dan mengubahnya ke dalam verbs2.</p> <p>Melengkapi paragraf dalam teks narrative.</p> <p>Membuat sebuah teks narrative.</p> | Membuat sebuah teks narrative. | | | | <p>and find the Indonesian meaning.</p> <p>Look at the comic strips below and identify the verbs 1 then change them into Verb 2 and find the Indonesian meaning.</p> <p>Look at the comic strips in Task 3 again then complete the narrative text which is written based on the comic strips in Task 3.</p> <p>Write a narrative text based on the comic strips below.</p> | | | |
|--|--|---|--------------------------------|--|--|--|--|--|--|--|

COURSE GRID (CYCLE II)

Sekolah: SMP Negeri 1 Pandak

Kelas: VIII (Delapan)

Semester: 2 (Dua)

Standar Kompetensi: Writing

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator | Comic Strips | Penilaian | | | Alokasi waktu | Sumber belajar | Karakter |
|--|--|--|--|--|--------------|------------------|---|---------------|---|-------------------------|
| | | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | | |
| 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar | Definition of narrative text. Generic structure of narrative. Language Features of narrative. An example of narrative text. | Membahas definisi, generic structure, language feature teks narrative dan contoh teks narrative Menentukan generic structure dari sebuah teks narrative Mengidentifikasi | Mengidentifikasi generic structure dalam sebuah teks narrative Mengidentifikasi verbs 2 dalam teks narrative dan menyusun jumbled words. Melengkapi paragraf rumpang | Comic Strips entitled “The Ugly Ducking” and “The Wise Little Hen” | Tes tertulis | Essay | In groups of four, read the text below then identify the generic structure of the text. In pairs, please rearrange the jumbled | 4x40 | Buku yang relevan (Wardian, Artono, dkk. 2008. English in Focus for Grade VIII Junior High School (SMP/MTs). Jakarta: Pusat Perbukuan Departemen Pendidikan | Jujur dan bekerja-sama. |

| | | | | | | | | | | |
|----------------------------------|--|--|--|--|--|--|--|--|--|--|
| berbentuk recount dan narrative. | | <p>verbs 2 dalam teks narrative dan menyusun jumbled words.</p> <p>Melengkapi paragraf rumpang dalam teks narrative.</p> <p>Membuat sebuah teks narrative.</p> | <p>dalam teks narrative.</p> <p>Membuat sebuah teks narrative.</p> | | | | <p>words below into the best arrangement</p> <p>Please complete the narrative text based on the comic strips below.</p> <p>Write a narrative text based on the comic strips below.</p> | | <p>Nasional)</p> <p>Sumber-sumber lain yang relevan.</p> | |
|----------------------------------|--|--|--|--|--|--|--|--|--|--|

APPENDIX B

LESSON PLAN

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
CYCLE I**

| | |
|--------------------|---|
| Sekolah | : SMP Negeri 1 Pandak |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VIII (Delapan) / 2 |
| Standar Kompetensi | : 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar |
| Kompetensi Dasar | : 12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i> . |
| Indikator | : a. Mengidentifikasi <i>generic structure</i> teks <i>narrative</i> b. Mengidentifikasi <i>verb</i> bentuk ke dua (<i>past tense</i>) c. Melengkapi paragraf rumpang d. Menulis teks <i>narrative</i> |
| Karakter | : Jujur dan bekerjasama |
| Jenis Teks | : Transaksional/Interpersonal |
| Tema | : <i>Folktale</i> |
| Aspek/Skill | : Menulis |
| Alokasi Waktu | : 4 x 40 menit |

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- a. Mengidentifikasi *generic structure* teks *narrative*
- b. Mengidentifikasi *verb 2 (past tense)*
- c. Melengkapi paragraf rumpang
- d. Menulis teks *narrative*

2. Materi Pembelajaran

- Definition of narrative text:
A narrative text is a text that tells a story and its goal is to entertain the reader.
- Generic structure:
 - a. Orientation
 - b. Complication
 - c. Resolution
- Language Features of Narrative
 - a. Nouns that identify the specific characters and places in the story
 - b. Adjectives that provide accurate descriptions of the characters and settings.
 - c. Verbs that show the actions that occur in the story (past tense)
 - d. Time words that connect events, telling when they occurred.

Snow White

| | |
|----------------|---|
| Orientation | Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. |
| Complication 1 | One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. |
| Resolution 1 | Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. |
| Complication 2 | Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. |
| Resolution 2 | Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White." Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after. |

3. Metode Pembelajaran/teknik: *Three-phase technique*

4. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (10 menit)

- Guru menyapa dan memperkenalkan diri pada siswa
- Doa
- *Checking attendance*
- *Bringing the students into the topic*

b. Kegiatan Inti (60 menit)

- Siswa membaca teks *narrative*
- Siswa mengerjakan tugas *Writing* yang berkaitan dengan teks *narrative*
- Bersama guru, siswa membahas jawaban dari tugas yang telah diberikan

c. Kegiatan Penutup (10 menit)

- Refleksi tentang apa yang telah dipelajari hari ini
- Menanyakan siswa tentang hal yang belum jelas
- Doa
- Salam

5. Sumber Belajar:

- Buku yang relevan (Wardian, Artono, dkk. 2008. English in Focus for Grade VIII Junior High School (SMP/MTs). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional)
- Sumber-sumber lain yang relevan

6. Penilaian

- a. Teknik: Menjawab pertanyaan secara tertulis
- b. Bentuk: Tes tertulis

7. Instrumen

Task 1

In groups of four, read the text below then identify the generic structure of the text.

The Monkey and the Crocodile

One day, a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to help him. The crocodile asked the monkey to jump onto its back. Then, the crocodile swam down the river.

Now the crocodile was very hungry. When the crocodile was in the middle of the river, it stopped and said to the monkey: "Monkey, my father is very sick. He must eat the heart of a monkey, he will be strong again."

The monkey thought for a while. Then, he told the crocodile to swim back to the river bank. "What for?" asked the crocodile. "Because I didn't bring my heart with me," said the monkey, "I left it under the tree near the coconuts."

So the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," the monkey said to the crocodile, "Now, I am free and you have nothing."

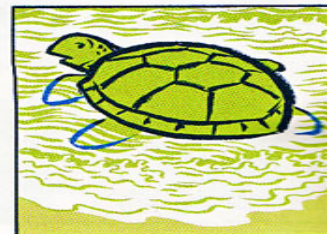
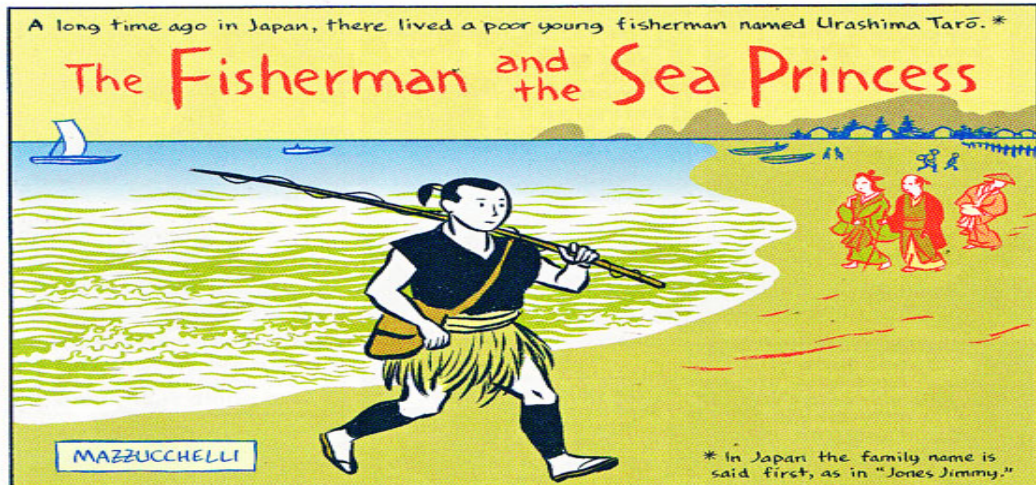
Task 2

In pairs, read the narrative text in task 1 again and identify the verbs 2 then change them into Verbs 1 and find the Indonesian meaning.

Task 3

Look at the comic strips below and identify the verbs 1 then change them into Verb 2 and find the Indonesian meaning.

david mazzucchelli



Task 4

Look at the comic strips in Task 3 again then complete the narrative text which is written based on the comic strips in Task 3.

The Fisherman and the Sea Princess

A long time ago in Japan, there lived a young poor fisherman named Urashima Taro. He was a very diligent fisherman. Every morning, he always went to the beach to catch fish.

One day, as Taro was going home,

.....

After that, the Sea Princess went to the ocean again and said thanks to Urashima Taro.

Task 5

Write a narrative text based on the comic strips below.

MALIN KUNDANG

Once upon time, there was a little kid named Malin Kundang. He lived in a village near a beach with his parents.

The comic strip consists of eight panels arranged in two rows of four. The title 'MALIN KUNDANG' is at the top, followed by a brief introduction. The panels show a man and a woman on a boat, the man saying 'We are poor.' and 'I'll go abroad'. In the next panel, the man says 'Bye.' and 'Bye Dad!' as the boat leaves. The third panel shows the man saying 'I want to get money.' The fourth panel shows the man saying 'I'm rich.' The fifth panel shows the man saying 'No!' and 'I'm your mother.' The sixth panel shows the man saying 'Go away!'. The seventh panel shows the man saying 'Curse him God!'. The eighth panel shows the man saying 'Become stone!!!' and the man turns to stone.

Pedoman Penilaian

Nilai Siswa: $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

Rubrik Penilaian

| Score Criteria | 4 | 3 | 2 | 1 |
|-------------------|---|--|---------------------------------|--------------------------------------|
| Content | Relevant to assigned topic, comprehensive | Mostly relevant to the topic but lacks | Inadequate development of topic | Not enough to topic or not enough to |

| | detail | detail | | evaluate |
|--------------|---|---|--|---|
| Organization | Well-organized, logical sequencing cohesive | Loosely organized, incomplete but logical sequencing, choppy | Lack logical sequencing and development, ideas disconnected | Does not communicate, no organization or not enough to evaluate |
| Language use | Few errors of agreement tenses, patterns, articles, pronouns, preposition | Occasional errors of agreement tenses, patterns, articles, pronouns, preposition but meaning not obscured | Frequent errors of agreement tenses, patterns, articles, pronouns, preposition, meaning confused or obscured | Dominant errors of agreement tenses, patterns, articles, pronouns, preposition, or not enough to evaluate |
| Vocabulary | Good word form mastery and appropriate word choice | Occasional errors in word form mastery and appropriate word choice but meaning obscured | Occasional errors in word form mastery and appropriate word choice, meaning confused or obscured | Dominant errors errors in word form mastery and appropriate word choice, or not enough to evaluate |
| Mechanics | Few errors in spelling, punctuation, capitalization, paragraphing | Occasional errors in spelling, punctuation, capitalization, paragraphing | Frequent errors in spelling, punctuation, capitalization, paragraphing | Dominant errors in spelling, punctuation, capitalization, paragraphing or not enough to evaluate |

Mengetahui,
Guru Kelas

Pandak, April 2014
Peneliti

Samsyul Anam, M.Pd.
NIP. 19790904 200801 1 005

Afiyusma Harwiningsih
NIM. 10202241042

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
CYCLE II**

| | |
|--------------------|--|
| Sekolah | : SMP Negeri 1 Pandak |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VIII (Delapan) / 2 |
| Standar Kompetensi | : 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar |
| Kompetensi Dasar | : 12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i> . |
| Indikator | : a. Mengidentifikasi <i>generic structure</i> teks <i>narrative</i> b. Mengidentifikasi <i>verb</i> bentuk ke dua (<i>past tense</i>) dan menyusun <i>jumbled words</i> . c. Melengkapi paragraf rumpang dalam sebuah teks <i>narrative</i> d. Menulis teks <i>narrative</i> |
| Karakter | : Jujur dan bekerjasama |
| Jenis Teks | : Transaksional/Interpersonal |
| Tema | : <i>Folktale</i> |
| Aspek/Skill | : Menulis |
| Alokasi Waktu | : 4 x 40 menit |

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- a. Mengidentifikasi *generic structure* teks *narrative*
- b. Mengidentifikasi verbs 2 dan menyusun kata-kata rumpang (*jumbled words*) menjadi kalimat yang benar
- c. Melengkapi paragraf rumpang
- d. Menulis teks *narrative*

2. Materi Pembelajaran

- Definition of narrative text:
A narrative text is a text that tells a story and its goal is to entertain the reader.
- Generic structure:
 - a. Orientation
 - b. Complication
 - c. Resolution
- Language Features of Narrative
 - a. Nouns that identify the specific characters and places in the story
 - b. Adjectives that provide accurate descriptions of the characters and settings.
 - c. Verbs that show the actions that occur in the story (*past tense*)
 - d. Time words that connect events, telling when they occurred.
- The example of Narrative Text

Once upon a time, there was a little girl named Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the housework. **(Orientation)**

One day, there was a night party at the palace. All people were invited. Her stepsisters would not let her go with them. **(Complication)**

Cinderella was sad. the fairy Godmother came and helped her go to the ball. Cinderella danced with the prince. The prince fell in love with her. They got married and lived happily ever after. **(Resolution)**

3. Metode Pembelajaran/teknik: *Three-phase technique*

4. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (10 menit)

- Guru menyapa dan memperkenalkan diri pada siswa
- Doa
- *Checking attendance*
- *Bringing the students into the topic*

b. Kegiatan Inti (60 menit)

- Siswa membaca teks *narrative*
- Siswa mengerjakan tugas *Writing* yang berkaitan dengan teks *narrative*
- Bersama guru, siswa membahas jawaban dari tugas yang telah diberikan

c. Penutup (10 menit)

- Refleksi tentang apa yang telah dipelajari hari ini
- Menanyakan siswa tentang hal yang belum jelas
- Doa
- Salam

5. Sumber Belajar:

- Buku yang relevan (Wardian, Artono, dkk. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional)
- Sumber-sumber lain yang relevan

6. Penilaian

- a. Teknik: Menjawab pertanyaan secara tertulis

b. Bentuk: Tes tertulis

7. Instrumen

Task 1

In groups of four, read the text below then identify the generic structure of the text.

A Beautiful Girl and the Prince

Once upon time, there was a beautiful girl called Sarah. She lived with her step mother. Her stepmother was very cruel. She hated Sarah a lot.

One day, when Sarah's father worked outside, the stepmother hit Sarah and expelled her from the house. She went outside and walked far away from the house. Suddenly she saw a big melon farm and went in it. After that, she hid in the big melon. She used to go out of the melon and get her food.

One day, the prince visited the farm and saw the big melon. "Cut his melon. I want to eat it," the prince said. The guard started to cut the melon but they heard a sound from it. Sarah said, "Don't cut me please!". They were all surprised for this situation. The prince said, "Who are you? Please come out." After that, she came out and the prince fell in love with her. she told him her story. The prince decided to marry her and they lived happily ever after.

Task 2

In pairs, please rearrange the jumbled words below into the best arrangement.

1. (find) – the girl – The prince – big – the – in – melon
2. the party – in – Cinderella – a – dress – beautiful – (wear)
3. support - Malin Kundang - (work) - his – to – hard – life
4. to – (swim) – ocean – the – again – The turtle
5. The crocodile – eat - (want) – the monkey – to

Task 3

Please complete the narrative text based on the comic strips below.

The Ugly Duckling

Once upon time, there live a duck and his wife. They did not have any child. One day, the duck and his wife waited for their eggs hatched.



Once upon time, there live a duck and his wife. They did not have any child. One day, the duck and his wife waited for their eggs hatched.

.....

.....

.....

.....

.....

They swam together and lived happily ever after.

Task 4

Write a narrative text based on the Comic Strips below.

The Wise Little Hen

Long time ago, there were a hen and her chicks. They wanted to plant corn.



Pedoman Penilaian

Nilai Siswa: $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

Rubrik Penilaian

| Score \ Criteria | 4 | 3 | 2 | 1 |
|------------------|---|---|--|---|
| Content | Relevant to assigned topic, comprehensive detail | Mostly relevant to the topic but lacks detail | Inadequate development of topic | Not enough to topic or not enough to evaluate |
| Organization | Well-organized, logical sequencing cohesive | Loosely organized, incomplete but logical sequencing, choppy | Lack logical sequencing and development, ideas disconnected | Does not communicate, no organization or not enough to evaluate |
| Language use | Few errors of agreement tenses, patterns, articles, pronouns, preposition | Occasional errors of agreement tenses, patterns, articles, pronouns, preposition but meaning not obscured | Frequent errors of agreement tenses, patterns, articles, pronouns, preposition, meaning confused or obscured | Dominant errors of agreement tenses, patterns, articles, pronouns, preposition, or not enough to evaluate |
| Vocabulary | Good word form mastery and appropriate word choice | Occasional errors in word form mastery and appropriate word choice but meaning obscured | Occasional errors in word form mastery and appropriate word choice, meaning confused or obscured | Dominant errors in word form mastery and appropriate word choice, or not enough to evaluate |
| Mechanics | Few errors in spelling, punctuation, capitalization, | Occasional errors in spelling, punctuation, | Frequent errors in spelling, punctuation, | Dominant errors in spelling, punctuation, |

| | | | | |
|--|--------------|---------------------------------|---------------------------------|---|
| | paragraphing | capitalization, paragraphing | capitalization, paragraphing | capitalization, paragraphing or not enough to evaluate |
|--|--------------|---------------------------------|---------------------------------|---|

Mengetahui,
Guru Kelas

Pandak, Mei 2014
Peneliti

Samsyul Anam, M.Pd.
NIP. 19790904 200801 1 005

Afiyusma Harwiningsih
NIM. 10202241042

APPENDIX C

INTERVIEW GUIDELINE

INTERVIEW GUIDELINE OF PRE-ACTION

1. For The English Teacher

- a. Apakah para siswa suka pelajaran Bahasa Inggris Pak
- b. Kalau writing skill-nya bagaimana Pak
- c. Menurut Bapak, apakah writing skill itu penting
- d. Apa saja kesulitan yang ditemui siswa saat mreka mengrjakan soal writing Pak
- e. Kalau dalam mengerjakan soal writing teks narrative apakah siswa menemui kesulitan Pak
- f. Permasalahan yang paling sering ditemui ketika siswa mengerjakan tugas writing apa saja Pak
- g. Selama mengerjakan tugas writing, biasanya kegiatan yang dilakukan apa saja ya Pak
- h. Apakah siswa sudah terbiasa menulis teks narrative Pak?
- i. Menurut pendapat Bapak, bagaimana kemampuan siswa dalam menulis narrative text, Bapak
- j. Apa saja upaya yang Bapak lakukan dalam meningkatkan kemampuan menulis siswa Pakk
- k. Bagaimana pendapat Bapak tentang rencana penggunaan Comic Strips untuk meningkatkan kemampuan menulis teks narrative Pak

2. For The Students

- a. Apakah kalian senang belajar Bahasa Inggris terutama dalam hal ketrampilan menulis?
- b. Menurut kalian menulis dalam Bahas Inggris itu mudah tidak
- c. Apakah kalian percaya diri dalam menulis teks narrative
- d. Apakah guru memfasilitasi kalian dengan kegiatan dan media yang mendukung dalam kegiatan menulis
- e. Apa saja kesulitan dalam menulis narrative teks
- f. Apakah usaha yang kalian lakukan untuk mengatasi masalah tersebut

INTERVIEW GUIDELINE OF CYCLE 1

1. For The English Teacher

- a. Bagaimana pendapat Bapak tentang kemampuan menulis siswa pada Cycle I ini Pak
- b. Bagaimana pendapat Bapak tentang penggunaan Comic Strips ini
- c. Bagaimana dengan penyampaian materi yang saya lakukan
- d. Apa kekurangan yang ada pada Cycle I
- e. Apa saran Bapak untuk cycle selanjutnya

2. For The Students

- a. Bagaimana pendapat kalian mengenai kegiatan pembelajaran di kelas selama Cycle I
- b. Bagaimana pendapat kalian mengenai penggunaan Comic Strips
- c. Apa kesulitan yang ditemui di Cycle I ini
- d. Bagaimana dengan penyampaian materinya
- e. Apa saja kekurangan yang ada pada Cycle I
- f. Kegiatan seperti apa yang kalian harapkan untuk cycle selanjutnya

INTERVIEW GUIDELINE OF CYCLE II

1. For The English Teacher

- a. Bagaimana pendapat Bapak tentang kemampuan siswa menulis teks narrative di Cycle II
- b. Apakah ada peningkatan, kalau ada dalam hal apa Pak

2. For The Students

- a. Bagaimana pendapat kalian tentang kemampuan menulis narrative text kalian pada Cycle II
- b. Apakah ada peningkatan, kalau ada dalam hal apa

APPENDIX D

INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPT

Interview Transcript 1 (Before Actions)

Hari, Tanggal: Kamis, 10 April 2014

Ruang: Kantor Guru

Jam: 12.10

Partisipan: R (Peneliti)

GBI (Guru Bahasa Inggris)

- R : Pak Samsul, apakah murid-murid kelas VIII G suka dengan pelajaran Bahasa Inggris?
- GBI : Suka Mbak.
- R : Kalau writing skills-nya anak-anak bagaimana ya Pak? Apakah sudah baik atau belum Pak?
- GBI : Kalau menurut saya mereka masih belum begitu bagus Mbak.
- R : Kurang begitu bagus bagaimana ya Pak maksudnya?
- GBI : Ya masih banyak yang belum bisa menulis dengan benar.
- R : Kalau menurut Bapak, apakah writing skills itu penting?
- GBI : Penting Mbak, penting sekali malah. Karena tanpa kemampuan menulis, mereka akan tertinggal di masa depan. Sekarang kan jaman sudah modern, sudah canggih, kita mudah berhubungan dengan bangsa luar, nah pasti selain speaking kita juga harus dituntut untuk menguasai writing juga kan.
- R : Oh iya-iya Pak, misalnya seperti nulis email gitu ya Pak. Nah lalu kesulitan apa sih Pak yang ditemui oleh siswa saat mengerjakan soal writing?
- GBI : Kendalanya itu dengan masalah kosa kata, juga cara menyusun kata-kata tersebut. Kadang anak-anak masih banyak yang bingung Mbak.
- R : Oh jadi vocab dan grammar-nya ya Pak?
- GBI : Iya Mbak.
- R : Kalau masalah vocab berarti mereka cenderung kesusahan untuk mencari kata yang tepat yang akan diterapkan dalam kalimat ya Pak?
- GBI : Benar Mbak, kadang mereka sering kesusahan dalam mencari kata bahasa inggrisnya.
- R : Kalau yang masalah grammar, itu lebih detailnya masalahnya seperti apa ya Pak?
- GBI : Kalau grammar itu anak-anak masih suka dengan rule-nya, misal kalimat positif, negatif, juga dengan kalimat bentuk past-tense, present-tense, dan bentuk continuous, mereka kekurangannya dalam hal itu.
- R : Kalau saat menulis narrative text, kesulitan yang ditemui seperti apa ya Pak?
- GBI : Lha itu tadi Mbak, narrative kan harus pakai bentuk past tense ya verb-nya, nah anak-anak kadang banyak yang lupa, harusnya pakai verb 2 malah pakai verb 1, harusnya pakai did not, anak-anak malah pakai do not atau does not.

- R : Oh, seperti itu ya Pak. Kalau permasalahan yang paling banyak ditemui saat anak-anak mengerjakan soal writing narrative text apa ya Pak?
- GBI : Mereka banyak menghabiskan waktu untuk mencari kosa kata dan diskusi dengan teman Mbak.
- R : Oh ya Pak. Lalu selama mengajar witing biasanya kegiatan yang dilakukan apa saja ya Pak?
- GBI : Biasanya pengenalan structure dan kosa kata Mbak. Lalu guru memberi kata acak, lalu kalimat, paragraf, dan anak-anak disuruh memproduksi.
- R : Media yang digunakan biasanya apa Pak?
- GBI : Saya biasanya memakai text yang ditayangkan di layar LCD Mbak.
- R : Apakah siswa selama ini sudah dibiasakan untuk menulis narrative text Pak?
- GBI : Sejauh ini kalau menulis narrative anak-anak belum terlalu terbiasa Mbak. Tapi dulu kalau recount sudah lumayan sering di semester 1. Tapi kan sama ya Mbak, recount dan narrative memakai Past-tense juga.
- R : Oh iya Pak. Lalu apakah upaya yang Bapak lakukan untuk meningkatkan kemampuan siswa dalam menulis:
- GBI : Saya biasanya memberikan mereka PR-PR dan tugas-tugas untuk membuat kalimat.
- R : Oh jadi dengan diberikan pekerjaan rumah seperti itu ya Pak?
- GBI : Iya Mbak sehingga anak-anak jadi lebih banyak latihannya.
- R : Hemm ya Pak. Hehe pertanyaan terakhir Pak, bagaimana pendapat Bapak tentang rencana penggunaan *Comic Strips* untuk meningkatkan kemampuan siswa dalam menulis teks narrative Pak:
- GBI : Sangat bagus dan sangat setuju sekali karena itu pengetahuan baru bagi anak.

Interview Transcript 2 (Before Actions)

Hari, Tanggal: Kamis, 10 April 2014

Ruang: Kelas VIII G

Jam: 12.30

Partisipan : R (Peneliti)
S1 (Rizky)
S2 (Novi)
S3 (Rika)
S4 (Indri)

- R : Adek-adek, hehe kalo kaya gini Miss panggilnya adek-adek aja ya.
- S4 : Iya Miss gapapa.
- R : Kalian lagi free ngga? Miss mau tanya-tanya sedikit nih.
- S4 : Iya Miss, ini gurunya belum dateng kok. Tanya-tanya apa Miss?
- R : Tanya-tanya tentang Bahasa Inggris dek.

- S3 : Waduh gak bisa bahasa Inggris aku Miss.
 R : Pertanyaannya gampang-gampang kok, bukan kaya soal bahasa Inggris hehe. Mau ya bantuin Miss?
 S2 : Ya Miss. Oke Miss.
 S1 : Siap Miss.
 R : Adek-adek, kalian suka ngga sama Bahasa Inggris?
 S1 : Ya lumayan Miss. Suka si suka tapi kadang susah Miss kata-katanya.
 R : Kalau Dek Novi gimana? Suka ngga Dek?
 S2 : Sama Miss, lumayan suka juga tapi kadang susah ngga ngerti artinya hehe.
 R : Oh gitu ya, kalo yang lain gimana nih, suka ngga sama Bahasa Inggris?
 S4 : Aku suka Miss.
 S3 : Kalo aku gak terlalu suka sih Miss.
 R : Gak sukanya kenapa?
 S3 : Susah sih Miss pelajarannya.
 R : Oh gitu ya. Kalau writing menurut kalian gimana gampang apa susah?
 S1 : Sulit Miss, susah banget.
 S2 : Susah Miss.
 R : Kalo Dek Rika gimana?
 S3 : Susah karena kalo merangkai kata susah Miss, kalo merangkai-merangkai kata gitu hahaha malah merangkai, menyusun Miss hehe.
 R : Kalo Dek Indri gimana?
 S4 : Ya susah juga Miss, karena kan tulisannya rumit Miss.
 R : Terus kalian itu sering ngga sih melakukan aktivitas menulis menggunakan bahasa Inggris?
 S4 : Ngga sih Miss, soalnya takut salah, paling cuma di sekolah aja kalo misal ada tugas.
 R : Kalo yang lain gimana?
 S1 : Hehe gak pernah Miss, males Miss nyusun kata-katanya.
 S2 : Iya Miss, bingung juga nyari kata Inggrisnya.
 R : Nah sekarang kalo misal kalian disuruh nulis pake Bahasa Inggris PD nggak, percaya diri ngga adek-adek semua?
 S2 : Nggak PD Miss, tapi kalo disuruh baca PD hehe.
 S3 : Nggak Miss, takut salah.
 S4 : He eh Miss, nanti takut kalo tulisannya ada yang salah.
 R : Kalu ngajar writing, biasanya Pak Samsul ngasih apa Dek?
 S1 : Dikasih soal Miss, terus pengertian-pengertiannya sama disuruh nulis Miss.
 R : Kalo nulis biasanya kesulitannya apa kalian?
 S1 : Gimana ya Miss, nyusun kalimatnya gak bisa Miss.
 S4 : Sama itu Miss, kadang salah hurufnya.
 S2 : Kalo aku sulitnya itu kadang gak tahu kata-katanya Miss.
 R : Kalo Dek Rika gimana?
 S3 : Ya susah juga Miss, susah banget.
 R : Susahnya kenapa?
 S3 : Kan basa Inggris banyak itunya Miss, apanya aturan-aturan kaya gitu,

- bentuknya macem-macam sih Miss, ada verb 1, verb 2. Pusing Miss.
- S1 : Iya Miss, terus sama yang was, were, is, sama did, does yang kaya gitu-gitu lah Miss.
- R : Oh jadi masalah grammar juga ya?
- S4 : Grammar apa ya Miss?
- R : Grammar itu tata bahasa, jadi aturan-aturan nulisnya, kaya Past tense, Present tense, kaya gitu.
- S4 : Oh he eh Miss.
- R : Terus selama ini gimana cara kalian mengatasi masalah tersebut?
- S1 : Tanya teman Miss hehehe.
- S2 : Mempelajari lagi Miss.
- S4 : Kadang tanya temen Miss. Kadang juga lihat di buku atau kamus.

Interview Transcript 3 (Before Actions)

Hari, Tanggal: Kamis, 10 April 2014

Ruang: Kelas VIII G

Jam: 12.47

Partisipan : R (Peneliti)

S1 (Rahayu)

S2 (Nia)

S3 (Nisa)

- R : Adek-adek, apa kalian suka Bahasa Inggris?
- S1 : Suka, tapi tergantung gurunya sih Miss.
- S2 : Aku yo suka ning kadang rareti artine.
- S3 : Aku sih suka tapi kadang juga gak reti artine Miss.
- R : menurut kalian mudah gak sih nulis pake Bahasa Inggris?
- S1&S2 : Ya gampang-gampang susah Miss.
- S3 : Kadang mudah, kadang susah Miss.
- R : Gampang-gampang susah gimana maksudnya?
- S1 : Ya gitu deh Miss. Kadang gampang tapi kadang susah.
- R : Lha kalian sering melakukan aktivitas menulis ngga sih Dek?
- S2 : Ya kalo pas di kelas aja Miss.
- R : Kalo di rumah sering coba-coba nulis pake Bahasa Inggris ngga Adek-adek?
- S2 : Ngga pernah Miss, males Miss.
- S3 : Iya Miss, takut salah Miss.
- R : PD ngga kalian kalo nulis Inggris?
- SS : Ngga Miiiiisssss.
- R : Kalo writing, biasanya Pak Samsul ngasih apa Dek?
- S1 : Dikasih teks, soal, terus disuruh nulis juga.
- R : Oh gitu, lalu kesulitan apa sih yang kalian temui saat menulis pake

- Bahasa Inggris?
- S3 : Susah nulis hurufnya, sama susah munculin idenya Miss.
- S2 : Ho oh Miss kadang rareti apa yang akan ditulis.
- R : Kalo Dek Rahayu kesulitannnya apa Dek?
- S1 : Bingung Miss, cari inspirasinya susah. Malah bingung mau nulis apa. Sama kalo bikin kalimat susah Miss, kadang kebolak-balik.
- R : Kalo yang lainnya, kalian udah bisa belum nyusun kata-katanya biar jadi kalimat yang benar?
- S2 : Kalo udah diartiin kadang bisa Miss.
- R : Kalo soal grammar, kalian udah paham belum?
- S3 : Grammar itu yang kaya apa Miss?
- R : Yang aturan-aturan nulis, kaya tenses, kan ada Past-tense sama Present-tense, nah kalian udah pada bisa belum?
- S3 : Oh yang kaya gitu Miss, aku belum Miss, sering bingung bikinnya Miss.
- S2 : Aku yo belum Miss, susah e Miss.
- S1 : Aku cuma dikit-dikit Miss pahamnya. Itu yang kaya pake was, were, are, is, verb 1, verb 2, gitu ta Miss?
- R : Iya dek. Kaya yang pake do, does, did, gitu-gitu.
- S2 : Wah kadang itu aku yo lali Miss, kadang gak tahu verb 2-ne apa.
- R : Lalu usaha aa yang kalian lakukan untuk nmengatasi masalah-masallah tersebut?
- S2 : Ya dipelajarin lagi Miss.
- S1 : Sama kadang liat di kamus Miss.
- R : Kalo Dek Nisa gimana?
- R : Sama Miss, kadang cari di kamus.

Interview Transcript 4 (Before Actions)

Hari, Tanggal: Kamis, 10 April 2014

Ruang: Kelas VIII G

Jam: 13.00

**Partisipan : R (Peneliti)
S (Nida)**

- R : Dek Nida, suka ngga pelajaran Bahasa Inggris?
- S : Lumayan Miss.
- R : Kalo writing-nya gimana?
- S : Ya lumaya Miss
- R : Sering nulis pake Bahasa Inggris ngga Dek?
- S : Jarang Miss. Kalo pas disuruh aja nulisnya.
- R : Kalo nulis pake Bahasa Inggris kamu PD ngga Dek?

- S : Haha rada gak PD Miss, soalnya belum bisa banget.
 R : Belum bisanya di bagian apa Dek?
 S : Bikin kalimatnya kadang susah Mbak. Kebalik-balik. Terus kata-katanya juga susah.
 R : Kalo penggunaan verb-nya kamu udah paham Dek?
 S : Lha yang itu aku juga belum terlalu paham Miss. Kan ada ta Miss yang pakai Verb 1, pake ditambah s, verb 2, ada yang ditambah ed, aku maasih rada belum jelas Miss.
 R : Oh gitu. Terus ada ngga masalah lainnya Dek?
 S : Emmm apa ya Miss... Oh iya aku kadang suka lama kalo mikir apa yang mau tak tulis sama kata-kata-nya Miss.
 R : Jadi munculin idenya rada susah ya Dek
 S : Iya Miss.
 R : Lalu usahanya Dek Nida gimana buat ngatasin kesulitan-kesulitan itu?
 S : Ya akucari kata-katanya di kamus apa alfalink Miss.
 R : Oh ya, kalo dikelas biasanya pelajaran writingnya gimana Dek?
 S : Ya disuruh nulis Miss.

Interview Transcript 5 (Before Actions)

Hari, Tanggal: Kamis, 10 April 2014

Ruang: Kelas VIII G

Jam: 13.09

Partisipan : R (Peneliti)
S1 (Alhilal)
S2 (Tedy)
S3 (Faisal)

- R : Adek-adek, kalian suka pelajaran Bahasa Inggris ngga?
 S1 : Rada senag, rada gak senang Miss.
 S2 : Mayan Miss.
 R : Mayan gimana maksudnya Dek
 S1 : Ya lumayan senang.
 R : Oh gitu, kalo Dek Faizal gimana?
 S3 : Aku juga senang Miss.
 R : Kalo writingnya gimana?
 S2 : Wah angel Miss.
 R : Angelnya gimana?
 S2 : Susah nulisnya.
 R : Kalo yang lain, writingnya kalian gimana?
 S1 : Susah juga Miss. Bingung nulisnya.

- S3 : Iya Miss, masih bingung.
 R : Lha kalian sering ngga sih nulis pake Bahasa Inggris?
 S1 : Ngga Miss, Cuma kalo di sekolah aja hehe.
 R : Kalo Tedy sama Faisal sering ngga?
 S2 : Gak pernah Miss.
 S3 : Gak pernah juga Miss hehe.
 R : Sebenarnya kesulitan apa saja yang kalian alami saat menulis teks memakai Bahasa Inggris?
 S2 : Wah banyak Miss.
 R : Contohnya apa?
 S2 : Bingung sama apa yang mau ditulis Miss. Sama cara nulisnya juga masih kurang paham aku miss, kaya yang subject, predikat, kaya gitu Miss.
 R : Kalo yang lain, kalian ada kesulitan apa?
 S1 : Gak bisa bikin kalimatnya Miss.
 S3 : Iya, banyak aturannya Miss, jadi bikin bingung. Kosa kata juga kadang gak tahu Miss.
 R : Terus usaha apa yang kalian lakukan untuk mengatasi masalah tersebut?
 S3 : Liat kamus Miss.
 S2 : Tanya temen atau guru Miss.
 S1 : Hu um Miss.

Interview Transcript 6 (After Actions in Cycle I)

Hari, Tanggal: Selasa, 15 April 2014

Ruang: Kantor Guru

Jam: 14.00

Partisipan : R (Peneliti)
GBI (Guru Bahasa Inggris)

- R : Bagaimana pendapat Pak Samsul tentang kemampuan menulis siwa di Cycle I, Pak?
 GBI : Sudah ada peningkatan ya Mbak kalo saya lihat. Anak-anak juga sudah termotivasi dengan baik. Kesalahan-kesalahan dalam menulis juga sudah menunjukkan penurunan Mbak.
 R : Kalau pendapat Bapak menegnai kegiatan yang dilakukan dengan menggunakan Comic Strips ini bagaimana Pak?
 GBI : Bagus Mbak, Comic Strips ini merupakan media yang bagus dan menarik ya Mbak. Ada gambarnya jadi anak-anak tidak bosan teks melulu, lalu ada percakapnnya juga kan itu, jadi bisa lebih memancing

daya tangkap dan pemahaman anak-anak tentang cerita yang akan mereka tulis. Anak-anak juga sudah mulai menikmati hal yang baru, yang belum mereka rasakan sebelumnya. Mereka menulis dengan bantuan media Comic Strips. Mereka tampak antusias.

R : Bagaimana dengan penyampaian materi yang saya lakukan Pak?

GBI : Cukup jelas Mbak, tapi mungkin Mbaknya ngomongnya terlalu cepat, kemarin banyak anak yang kelihatannya susah memahami instruksi-instruksi dari Mbaknya ketika mereka mengerjakan tugas.

R : Oh ya Pak, hehe. Lalu menurut Bapak, apa ya Pak kekurangan yang ada pada Cycle I, Pak?

GBI : Ini Mbak, kemarin kan Mbaknya tasknya anak-anak langsung disuruh menulis kan Mbak, kalo kaya gitu anak-anak memahami dan membuat kalimatnya saya rasa jadi terlalu berat karena mereka langsung disuruh menulis dalam bentuk kalimat. Harusnya sebelum mereka menulis kalimat, alangkah baiknya kalo ada task yang simpel dulu seperti nyusun kata jadi kalimat, jadi anak-anak bisa sedikit demi sedikit mengerti Mbak. Step by step Mbak.

R : Oh iya iya Pak, kemarin memang saya tidak ada task jumbled words Pak. Lalu saran untuk cycle selanjutnya bagaimana Pak?

GBI : Ya itu tadi Mbak, kalo bisa ngajarnya jangan cepet-cepet ngomongnya, supaya anak-anak bisa lebih memahami apa yang Mbak Afi sampaikan. Lalu kalau bisa tasknya juga ditambah dengan menyusun kata Mbak, jumbled words seperti itu, supaya anak-anak bisa lebih jelas bagaimana cara menyusun kata menjadi kalimat dan kemampuan menulis mereka bisa terus mengalami peningkatan Mbak.

R : Selain itu apakah ada lagi Pak?

GBI : Tidak ada Mbak. Secara general sudah bagus kok Mbak, Cuma sedikit saran saya tadi.

R : Oh ya Pak, terima kasih Pak.

Interview Transcript 7 (After Actions in Cycle I)

Hari, Tanggal: Selasa, 15 April 2014

Ruang: Kelas VII G

Jam: 14.18

Partisipan : R (Peneliti)

S1 (Siti)

S2 (Indri)

R : Adek-adek, gimana pendapat kalian tentang kegiatan pembelajaran selama Cycle I?

SI : Menyenangkan Miss. Enak.

- S2 : Iya Miss. Gampang nyenthelnya Miss.
 R : Kalo penggunaan Comic Strips-nya menurut kalian gimana, membantu kalian dalam menulis teks narrative ngga?
 S2 : Membantu Miss.
 S1 : Jelas Miss, membantu banget.
 R : Membantu bangetnya kaya gimana?
 S1 : Kan ada gambarnya Miss jadi bisa memiliki gambaran apa yang mau kita tulis. Terus ada tulisannya juga toh Miss, percakapan-percakapan itu loh Miss jadi enak bisa membantu kita Miss.
 R : Jadi kalian bisa kaya ada clue buat bikin kalimatnya ya?
 S1 : He eh Miss.
 R : Kalo Dek Indri gimana?
 S2 : Membantu banget Miss. Menarik juga. Comicnya gambarnya menarik jadi kita gak bosan Miss.
 R : Lalu kesulitan apa yang masih ditemui di Cycle I Dek?
 S2 : Hm apa ya, paling cuma lupa kalo pake verb 2 gitu Miss.
 R : Kalo Dek Siti?
 S1 : Sama kaya Indri Miss.
 R : Kalo penyampaian materi dari Miss gimana Dek?
 S1 : Penyampaian materi gimana maksudnya Miss?
 R : Cara Miss ngajar kalian gimana, mudah diterima ngga?
 S1 : Oh... udah Miss, tapi kadang Miss Afi ngajarnya terlalu cepet, jadi susah nangkap omongannya Miss Afi. Tapi cukup jelas sih Miss neranginnya.
 S2 : Aku paham kok kalo diajar sama Miss.
 R : Nah pembelajaran seperti apa yang kalian harapkan pada Cycle II nanti Adek-adek?
 S2 : Ya kaya gini aja Miss, pake Comic lagi. Menyenangkan e Miss.

Interview Transcript 8 (After Actions in Cycle I)

Hari, Tanggal: Selasa, 15 April 2014

Ruang: Kelas VII G

Jam: 14. 30

Partisipan : R (Peneliti)

S (Dwi Supriyanto)

- R : Dek Dwi, gimana pendapat Dek Dwi mengenai kegiatan di kelas selama Cycle I Dek?
 S : Nulis terus, tapi menyenangkan Miss.
 R : Menyenangkannya kenapa?
 S : Ada Comic-nya Miss.
 R : Kalo ada comic terus seneng gitu?
 S : Ya senengnya gambarnya menarik Miss, tapi ada susahnyanya.

- R : Emang apaan susahnya Dek?
- S : Susahnya kalo disuruh nulis Inggris Miss hahahaha
- R : Tapi di Cycle I kemarin Comic Strips-nya membantu kamu dalam menulis ngga Dek?
- S : Membantu Miss.
- R : Membantunya gimana?
- S : Bikin gak bosan soalnya ada gambarnya lucu-lucu Miss. Terus kita jadi tahu apa yang mau kita tulis Miss.
- R : Terus apa lagi?
- S : Apa ya Miss, udah sih Miss.
- R : kalo penyampaian materi dari Miss gimana menurutmu Dek?
- S : Enak Miss.
- R : Jelas ngga?
- S : Lumayan jelas Miss. Tapi kecepeten kalo ngomong jadi kadang gak terlalu jelas hehe.
- R : Lalu kesulitan apa yang masih kamu alami di Cycle I?
- S : Hemmm anu Miss, kadang-kadang masih bingung kalo nyusun kalimatnya Miss. Bikin kalimatnya kadang susah Miss.
- R : Tapi ada peningkatan ngga pada kemampuan menulis Dek Dwi sama yang sebelum menggunakan Comic Strips?
- S : Lumayan lah Miss, seketrang sedikit-sedikit sudah ada pencerahan hehe.
- R : Selain itu ada ngga kesulitan yang lain?
- S : Ngga Miss.
- R : Pertanyaan terakhir, di Cycle II besok, kegiatan seperti apa sih yang Dek Dwi harapkan?
- S : Miss ngajarnya jangan cepet-cepet, terus kegiatannya tetep yang menyenangkan Miss.
- R : Yang menyenangkan seperti apa?
- S : Yang gak tegang, terus ada tugas kelompoknya kaya kemarin.

Interview Transcript 9 (After Actions in Cycle I)

Hari, Tanggal: Selasa, 15 April 2014

Ruang: Kelas VII G

Jam: 14.35

Partisipan : R (Peneliti)
S (Nafi)

- R : Bagaimana pendapat Dek Nafi kegiatan di kelas selama ini? Pas menggunakan Comic Strips gimana? Menyenangkan ngga?
- S : Menyenangkan Miss.

- R : Menyenangkannya gimana?
- S : Senengnya karena nanti tahu urutannya, bisa ada bayang-bayangannya juga.
- R : Terus masih ada kesulitan ngga di Cycle I yang masih ditemui?
- S : Emmm...
- R : Pas kemarin Cycle I itu gimana?
- S : Caranya, cara bikinnya.
- R : Cara bikin apanya? Cara bikin kalimatnya atau apanya?
- S : Iya cara bikin kalimatnya.
- R : Tapi sudah ada peningkatan belum dengan adanya Comic Strips ini?
- S : Udah. Jadi langsung bisa.
- R : Soalnya kenapa?
- S : Soalnya udah diberi tahu.
- R : Oh diberi tahu ada tulisannya di situ?
- S : Iya.
- R : Nah sekarang tentang penyampaian materinya dari Miss, gimana?
- S : Emm jelas. Singkat, padat, dan jelas.
- R : Terlalu cepet ngga?
- S : Kalo ngomongnya cepet banget.
- R : Sekarang kalo kekurangannya pas Cycle I kemarin gimana? Misalnya Miss, kurang gini gini, materinya gini, gini gini. Ada ngga?
- S : Ngga Ada. Udah lengkap.
- R : Nah terus kegiatan yang diharapkan di Cycle II apa?
- S : Ya lebih seru lah.
- R : Maksudnya lebih seru?
- S : Ya kaya gitu lah.
- R : Loh kok kaya gitu lah hehe. Contohnya gimana?
- S : Nggggg.... apa bisa, nggg..... dimudahin dikit.
- R : Oh dimudahin dikit, oke. Tapi selama ini, selama belum menggunakan Comic Strips dan menggunakan Comic Strips ada perubahannya ngga, dalam menulis?
- S : Ada.
- R : Apa?
- S : Kalo pake Comic Strips itu bisa lebih punya bayang-bayang yang banyak, tapi kalo biasa, ngga pake Comic Strips itu gak ada bayang-bayangannya jadi aku gak bisa.
- R : Oh jadi kalo pake Comic Strips itu DekNafi jadi punya bayangan idenya ya?
- S : Iya Miss.

Interview Transcript 10 (After Actions in Cycle I)**Hari, Tanggal: Selasa, 15 April 2014****Ruang: Kelas VII G****Jam: 14.47****Partisipan : R (Peneliti)****S (Indri)**

R : Pendapat Dek Indri tentang pembelajaran di kelas selama ini gimana?

S : Yang apa?

R : Yang sebelum sama setelah pake Comic Strips.

S : Emmm agak bagus. Membantu menulis soalnya lebih jelas kalo menulis kata-katanya itu.

R : Berarti kalo sebelum menggunakan Comic Strips lebih susah?

S : Susah.

R : Kenapa lebih susah?

S : Kata-katanya itu kurang jelas yang yang menggunakan verb 1 dan verb 2 itu.

R : Oh gitu, jadi menyenangkan ngga kalo pake Comic Strips? Senang yang pake Comic Strips ataaau seneng yang ngga pake Comic Strips?

S : Senang yang pake Comic Strips.

R : Kenapa lebih menyenangkan yang pake Comic Strips?

S : Karena kan lebih jelas. Kan ada gambarnya, kalo Cuma ada tulisan doank itu malah bingung.

R : Terus kesulitan yang ditemui di Cycle I apa?

S : Kesulitannya?

R : Iya.

S : Emmm kesulitannya itu tuh apa yo, agak sulit-sulit itu loh bahasa Inggrisnya sama jalan ceritanya.

R : Masih sulit?

S : Iya.

R : Kenapa masih sulit udah ada urutannya juga? Tapi urutan-urutan itu membantu ngga?

S : Membantu.

R : Tapi kamu sendiri masih sulit?

S : Iya.

R : Untuk membuat kalimat masih ada kesulitan ngga?

S : Masih.

R : Tapi udah ada peningkatan belum?

S : Udah.

R : Peningkatannya kaya apa?

S : Peningkatannya itu tuh kaya apa ya, kalo itu loh kan kalo Bahasa Inggris kan kata-katanya di bolak-balik, nah kalo sekarang tuh udah kaya donk (paham) gitu.

R : Lalu tentang penyampaian materi pas Cycle I kemarin Miss gimana?

S : Ngomongnya terlalu cepet.

R : He eh, terus?

- S : Jadi saya gak donk (artinya) apa.
 R : Terus kekurangan pas Cycle I kemarin apa?
 S : Hemmm apa yo, medianya mungkin, kemarin soalnya gak pake ini (nunjuk LCD)
 R : Pake loh kemarin, Oh soal-nya gak Miss tampilin di layar ya? Terus harapan untuk Cycle selanjutnya apa?
 S : Lebih baik, terus Miss kalo ngomong jangan cepet-cepet hehe.

Interview Transcript 11 (After Actions in Cycle I)

Hari, Tanggal: Selasa, 15 April 2014

Ruang: Kelas VII G

Jam: 14.58

**Partisipan : R (Peneliti)
 S (Riska)**

- R : Dek Riska, pembelajaran di kelas selama memakai Comic Strips ini gimana?
 S : Bagus Miss. Senang.
 R : Senangnya gimana?
 S : Jadi lebih mudah nulisnya lako pake Comic Strips.
 R : Masih ada kesulitan dalam menulis ngga pas Cycle I?
 S : Masih Miss.
 R : Kesulitannya di bagian apa?
 S : Masih susah bikin kalimatnya.
 R : Tapi Comic Strips ini membantu Dek Riska dalam menulis ngga?
 S : Lumayan membantu Miss.
 R : Membatunya gimana?
 S : Ya bisa lebih mudah nyari kata-katanya. Soalnya kan itu kan ada kata-katanya juga Miss.
 R : Terus apa lagi?
 S : Emmmm bisa tahu apa yang mau ditulis sama jalan ceritanya miss.
 R : Jadi membantu munculin ide ya?
 S : He eh Miss.
 R : Terus tentang penyampaian materi dari Miss, menurut Dek Riska gimana?
 S : Lumayan jelas Miss. Tapi Miss sering cepet-cepet ngomongnya. Jadi kadang susah mahaminya.
 R : Oh gitu ya. Engg lalu menurut kamu kekurangannya di Cycle I apa?
 S : Ya itu Miss ngomongnya terlalu cepet.
 R : Terus ada lagi ngga?

- S : Emmmm apa ya, gak da Miss.
 R : Pertanyaan terakhir, kegiatan yang diharapkan untuk Cycle selanjutnya apa ya?
 S : Ya semoga lebih seru lagi Miss.
 R : Seru yang gimana?
 S : Yang santai. Kalo nulis pake Comic lagi Miss.

Interview Transcript 12 (After Actions in Cycle II)

Hari, Tanggal: Selasa, 13 Mei 2104

Ruang: Kelas VIII G

Jam: 13.55

**Partisipan : R (Peneliti)
 S (Maurina)**

- R : Dek gimana pendapat Dek Maurina tentang pembelajaran di Cycle II ini? Lebih menyenangkan dan mudah diterima dari pada yang di Cycle I kemarin?
 S : Iya Miss yang sekarang lebih menyenangkan dan lumayan lebih bisa diterima materinya soalnya Miss kan udah dilambatin ngomongnya.
 R : Oh gitu yaa.. terus pas nulis narrative text di Cycle II ini Adek merasa lebih mudah ngga nulisnya?
 S : Ya lebih mudah Miss. Sekarang udah paham gimana nulis bahasa Inggris yang benar.
 R : Lalu yang dirasa mengalami peningkatan pada bagian apa?
 S : Maksudnya bagian apa gimana Miss?
 R : Yang menurut kamu mengalami peningkatan itu di bagian grammar, spelling, atau apa?
 S : Hampir semua mengalami kemajuan sih Miss. Aku sekarang bikin kalimatnya udah paham Miss.
 R : Kalau punctuation atau penggunaan tanda baca gimana? Ada kemajuan kah?
 S : Ada Miss. Dulu kan aku kalo nulis gak pernah merhatiin tanda baca sama huruf besar huruf besar gitu Miss. Sekarang tiap nulis jadi sadar.
 R : Kalo penulisan spelling atau penulisan katanya gimana? Ada huruf yang masih salah-salah ngga?
 S : Kalo yang itu kadang masih Miss tapi gak separah dulu hehe.
 R : Loh kok masih ada yang salah Dek?
 S : Iya kan aku masih belajar juga Miss, maklumin ya Miss hehehe.
 R : Hehehe ya ya Dek. Makasih yaa.

Interview Transcript 13 (After Actions in Cycle II)**Hari, Tanggal: Selasa, 13 Mei 2014****Ruang: Kelas VIII G****Jam: 14.04****Partisipan : R (Peneliti)
S (Fuji)**

- R : Dek Fuji Gimana nih pendapat Dek Fuji tentang pembelajaran di Cycle II ini?
- S : Nyenengin Miss. Pake comic lagi. Nulisnya jadi gampang.
- R : Dek Fuji ngerasain ada peningkatan di kemampuan menulis narrative text ngga Dek?
- S : Kemampuanku Miss?
- R : Iya.
- S : Emmm... Meningkatkan sih kalo aku rasainnya Miss. Sekarang jadi lebih bisa nulisnya Miss.
- R : Masih suka bingung ngga kalo mau bikin kalimatnya?
- S : kalo sekarang udah ngga Miss.
- R : Yang dirasain mengalami peningkatan pada bagian apa aja Dek? Grammarnya kah, ejaannya kah, atau tanda bacanya kah?
- S : Emmmm semuanya Miss.
- R : Bisa lebih diperjelas, semua maksudnya gimana Dek?
- S : Gini loh Miss sekarang jadi lebih bisa nulis Inggrisnya, pake Subject, Verbnya juga udah bisa dan lebih jelas Miss.
- R : Terus apa lagi dek? Penggunaan tanda baca dan spellingnya gimana?
- S : Kalo tanda baca ya sekarang udah gak lupa lagi Miss. Terus yang spelling itu maksudnya apa Miss?
- R : Spelling itu ejaannya Dek, huruf-hurufnya.
- S : Oh itu Miss. Kalo itu aku juga udah bisa Miss.
- R : Jadi secara keseluruhan Dek kemampuan menulis teks narativenya udah ada peningkatan ya?
- S : He eh Miss.

Interview Transcript 14 (After Actions in Cycle II)**Hari, Tanggal: Selasa, 13 Mei 2014****Ruang: Kelas VIII G****Jam: 14. 14****Partisipan : R (Peneliti)
S (Fahma)**

- R : Menurut Dek Fahma pembelajaran di Cycle II ini gimana Dek?
- S : Gimana ya Miss... menyenangkan Miss.

- R : Merasakan ada peningkatan dalam menulis teks narrative ngga setelah Cycle II ini dibandingkan dengan di Cycle I?
- S : Hmmmm... kalo menurut aku sendiri sih ada Miss.
- R : Nah kalo ada, peningkatannya dalam hal apa? Grammars kah? Spellingnya kah? Atau apanya?
- S : Grammar iya Miss, spelling juga. Kalo cara nulis itu termasuk grammar kan Miss?
- R : Iya dek. Jadi sekarang Dek Fahma merasa lebih mudah kalo nulis teks narrative?
- S : Iya Miss kalo dibandingin sama yang Cycle I kemarin.
- R : Sekarang jadi lebih mudah munculin idenya ngga?
- S : Lebih mudah Miss.

Interview Transcript 15 (After Actions in Cycle II)

Hari, Tanggal: Selasa, 13 Mei 2014

Ruang: Kelas VIII G

Jam: 14.19

Partisipan : R (Peneliti)
S 1 (Yudha)
S2 (Laksito)

- R : Gimana kemampuan menulis kalian sekarang? Apakah ada peningkatan? Sekarang kalau disuruh nulis merasa lebih mudah ngga nulisnya?
- S1 : Iya Miss. Sekarang jadi ngerasa lebih mudah.
- S2 : Kalo aku sih ada Miss. Sekarang udah gak bingung lagi kalau nulis pakai Bahasa Inggris.
- R : Berarti kalian udah bisa kalau menulis dengan Bahasa Inggris yang baik dan benar?
- S2 : Udah Miss.
- S2 : InsyaAlloh udah Miss.
- R : Kalau dalam hal mengembangkan idenya gimana?
- S1 : Sekarang jadi lebih mudah Miss kalau mengembangkan ide.
- S2 : Aku juga Miss.

Interview Transcript 16 (After Actions in Cycle II)**Hari, Tanggal: Selasa, 13 Mei 2014****Ruang: Kelas VIII G****Jam: 14.25****Partisipan : R (Peneliti)
GBI**

R : Bapak, bagaimana pendapat Bapak tentang kemampuan menulis siswa dalam menulis teks narrative pada cycle ini Pak?

GBI : Sudah lebih bagus dari cycle kemarin Mbak.

R : Apakah menurut Bapak ada peningkatan dalam kemampuan siswa menulis teks narrative, Bapak?

GBI : Ada Mbak.

R : Dalam hal apa ya pak?

GBI : Mereka nulisnya sudah lancar, bisa mengembangkan ide, dan aspek penulisan seperti grammar, punctuation, spelling, isi dari teks, kemudian vocabnya juga sudah menunjukkan peningkatan yang berarti Mbak.

R : Oh ya Pak. Ada lagi Pak yang ingin Bapak sampaikan?

GBI : Tidak Mbak, kalau menurut saya ya seperti itu tadi.

R : Oh baik Pak. Terimakasih Pak.

GBI : Ya sama-sama Mbak.

APPENDIX E

FIELDNOTES

FIELDNOTE 1**Hari, tanggal: Rabu, 26 Februari 2014****Tempat: SMP Negeri 1 Pandak****Tentang: Ijin penelitian****Jam: 12.00 tiba di sekolah**

Pukul 12.00 Peneliti tiba di SMP Negeri 1 Pandak. Kemudian memarkir motor lalu masuk *hall* sekolah. Karena di *hall* tidak ada guru, maka Peneliti masuk ruang TU (Tata Usaha) dan bertemu petugas TU, lalu menyampaikan maksud dari kedatangan Peneliti.

R: Assalamu'alaikum.

TU: Wa'alikumsalam.

R: Permisi Bu, maaf Bu, saya ingin bertemu dengan Kepala Sekolah untuk ijin penelitian.

TU: Penelitian ya? Ditunggu sebentar (TU mengeluarkan *Handphone* dan menelepon salah satu guru). Halo Pak, ini ada mahasiswa yang mau penelitian.

Lalu beberapa saat kemudian muncul seorang guru yang tidak asing lagi bagi Peneliti. Beliau adalah Pak Heri, guru mata pelajaran Geografi sewaktu Peneliti sekolah dulu.

R: Pak. (sambil menjabat tangan). Begini Pak, saya ingin meminta ijin untuk penelitian di sini Pak.

PH: Dari mana ya?

R: Dari UNY Pak, jurusan Pendidikan Bahasa Inggris.

PH: Oh ya. Sebentar ya saya matur dulu sama Bu Kepala Sekolah.

R: Oh ya Pak. Terimakasih banyak Pak. PH pergi ke ruang Kepala Sekolah dan tak berapa lama kemudian PH kembali lagi.

PH: Jadi gini Mbak, bukan apa-apa, saya Cuma menyampaikan apa yang disampaikan oleh Bu Kepala. Jadi untuk saat ini, untuk penelitian dipending dulu Mbak, soalnya di sini sudah ada empat mahasiswa penelitian dari UNY juga.

R: Oh begitu ya Pak.

PH: Mungkin bisa cari sekolah lain untuk observasi.

Lalu tiba-tiba ada seorang guru yang datang ke ruang TU, beliau adalah Ibu Susi, guru mata pelajaran Biologi sewaktu Peneliti bersekolah di SMP Negeri 1 Pandak.

BS: Pelajaran apa sih? Alumni ya?

R: Bahasa Inggris, Bu. Iya Bu, dulu juga pernah diampu oleh Ibu.

BS: Pak, ini alumni loh, perlu dipertimbangkan.

PH: Oh iya ya. Aduh Nduk aku lupa bilang kalo kamu alumni. Bentar ya aku ngomong sama Bu Kepala dulu.

R: Oh ya Pak. Aduh makasih banyak ya Pak.

PH: Iya tunggu sebentar ya.

R: Iya Pak.

BS: Ditunggu ya. Semoga bisa.

R: Iya Bu. Amiiin. Makasih ya Bu.

Kemudian PH tiba kembali di ruang TU.

PH: Nduk, ini aku udah ngomong sama Bu Kepala katanya boleh. Sekarang langsung aja menemui Guru Bahasa Inggris di kantor. Guru Bahasa Inggris ada

Pak Totok, Pak Marhadi, Pak Sugianto, sama Bu Win. Nanti dipilih mana yang siap untuk penelitian. Ayo tak anter ke kantor mumpung pada belum pulang.

R: Oh ya Pak. Terima kasih banyak Pak, maaf sudah merepotkan Bapak.

Lalu Peneliti dan Pak Heri bergegas menuju kantor guru. Di sana ada Pak Samsul. PH menyuruh R untuk duduk di kursi luar dan PH masuk ke dalam ruang guru dan kemudian keluar menemui R.

PH: Nduk, ini Pak Samsulnya lagi sibuk. Sama Pak Totok aja ya. Tau Pak Totok ngga?

R: Aduh Pak, lupa hehe. Dulu tidak pernah diampu sama Pak Totok.

PH: Tpi belum pulang kok. Itu tasnya masih di kantor. Aku tinggal dulu ya Nduk.

R: Oh ya Pak, terima kasih banyak Pak.

PH: Iya Nduk.

R masih menunggu di luar dan tiba-tiba Pak Samsul keluar menngampingi R.

PS: Mau penelitian ya?

R: Iya Pak.

PS: Penelitiannya tentang apa?

R: Writing Pak, PTK.

PS: Berarti nanti kamu ngajar?

R: Iya Pak.

PS: Kamu maunya ssama saya atau Pak Totok?

R: Ya kalo saya sama Pak Samsul gak apa-apa, sama Pak Totok juga gak apa-apa Pak hehe.

PS: Lha kamu maunya sama siapa? Ya nanti sama saya juga boleh.

Lalu datang Bu Winasti menghampiri R dan PS.

PS: Penelitian Bu.

BW: Penelitian apa Mbak?

R: Improving writing, Ibu. Recount text.

PS: Loh kok tentang recount text? Recount text materinya sudah semester 1. Sekarang tentang narrative.

BW: Iya menyesuaikan kurikulum saja.

PS: Iya diganti narrative text saja.

R: Oh begitu ya Pak.

PS: Tentang writing tapi narrative.

R: Iya Pak, nanti saya ganti dari recount jadi narrative.

PS: Rencana berapa pertemuan Mbak?

R: Nanti ada pretest, Cycle I dan Cycle II, lalu ada post-test Pak. Setiap cycle ada 2 pertemuan.

PS: Terus nanti yang ngajar saya apa kamu?

R: Rencananya saya yang ngajar Pak.

BW: Kalau di sini mahasiswa gak boleh ngajar mbak. Cuma boleh sebagai observer. Coba tanya sanma Bu Cici bagian kurikulum itu Mbak.

R lalu masuk ke ruang guru dan menemui Bu Cici (Siti Zulaikha).

R: Permissi Bu, maaf Bu, saya Afi dari UNY ingin mohon ijin untuk penelitian di sini.

BC: Tadi udah ngomong sama Bu Kepala?

R: Sudah Ibu, tadi sama Pak Heri juga.

BC: Terus sudah bicara dengan guru yang bersangkutan?
 R: Sudah juga Ibu, dengan Pak Samsul. Maaf Ibu, kalo di sini mahasiswa gak boeh ngajar ya Bu?
 BC: Iya mbak. Ya nanti tergantung GBI-nya mau ada penelitian ngga.
 R: Tdi sudah minta ijin sama Pak Samsul, dan beliau bersedia Bu.
 BC: Oh ya boleh asal guru kelasnya setuju.
 R: Terima kasih banyak Bu.
 Lalu R pamit undur diri dan menemui Pak Samsul lagi.
 PS: Gimana Mbak? Sudah?
 R: Sudah Pak.
 PS: Oh iya kamu saya kasih nomer HP saya saja ya. Nanti kalo mau kesini lagi kontak-kontak.
 R: Oh ya Pak terima kasih banyak Pak Samsul.
 Setelah menerima nomer HP Pak Samsul, R pamit pulang.

FIELD NOTE 2

Hari, tanggal: Jumat, 28 Februari 2014

Tempat: SMP Negeri 1 Pandak

Tentang: Konsultasi rencana observasi dan pengambilan data awal

Jam: 09.05 tiba di sekolah

Sesampainya di sekolah, R langsung menuju *hall* dan menemui satpam yang sedang berjaga.

R: Permissi Pak, maaf Pak, saya ingin bertemu dengan Pak Samsul.

S: Sudah janji belum Mbak?

R: Sudah Pak.

S: Mungkin Pak Samsul sedang mengajar atau di kantor. Boleh menunggu di sini atau langsung menuju ke kantor Mbak.

R: Oh ya. Makasih Pak.

S: Ya Mbak, sama-sama.

Lalu R menuju ke kantor guru dan menyalami guru-guru yang ada di sana dan menghadap Pak Samsul.

R: Pak... (sambil menyalami PS).

PS: Ya Mbak, gimana?

R: Begini Pak, saya mau konsultasi tentang rencana observasi dan kapan mulai bisa penelitian Pak.

PS: Oh iya, jadi begini Mbak, kemarin saya sudah diskusi dengan guru-guru yang lain. Jadi kalau penelitiannya pagi, itu tidak bisa karena materi saya yang lain juga banyak. Jadi penelitiannya sehabis anak pulang sekolah Mbak. Nanti Mbaknya yang ngajar dan kemarin anak-anak sudah setuju. Tapi Mbaknya harus menyediakan jajan, kasian kan kalau anak-anak ada jam tambahan tapi gak ada makanan Mbak.

R: Oh jadi kalau pagi tidak bisa ya Pak?

PS: Wah tidak bisa Mbak. Nanti takutnya anak-anak ketinggalan materi kalau kelasnya dipakai untuk *writing narrative* terus. Nanti kelasnya kelas VIII G, waktunya sepulang sekolah.

R: Tapi Pak, nanti orang tua murid gimana ya Pak?

PS: Orang tua murid kemarin juga udah *deal* Mbak.

R: Oh ya Pak, baik Pak. Lalu untuk observasinya kapan ya Pak?

PS: Kapan saja bisa Mbak. Apa mau besok pagi?

R: Kalau kelas VIII G pelajaran Bahasa Inggrisnya hari apa ya Pak?

PS: Kelas VIII G itu hari Selasa jam 07.00-08.20, sama Kamis jam 10.20-12.00, dan sekarang satu kelas itu Cuma ada 26 siswa Mbak.

R: Oh begitu ya Pak, jadi kalau saya observasinya hari Selasa bisa ya Pak?

PS: Bisa Mbak. Tapi kan Mbaknya kemarin ganti judul, Mbaknya nsultasi dulu sama Dosen-nya.

R: Iya Pak, mungkin Senin saya menghadap beliau. Tetapi kalau hari Senin Dosen Pembimbing saya tidak di kantor berarti observasinya hari Kamis ya Pak.

PS: Iya Mbak, tetapi nanti Senin saya di-SMS ya Mbak jadi atau tidaknya.

R: Iya Pak.

Setelah mengobrol beberapa saat dengan PS dan guru-guru yang lain, sekitar jam 10.40 R pamit pulang.

FIELD NOTE 3

Hari, tanggal: Kamis, 10 April 2014

Tempat: SMP Negeri 1 Pandak

Tentang: Observasi

Jam: 09.45 tiba di sekolah

R tiba di sekolah pukul 09.45, kemudian R menunggu di luar kelas karena mata pelajaran Bahasa Inggris hari itu dimulai pada pukul 10.20. Bel tanda waktu ganti pelajaran berbunyi dan R melihat GBI berjalan menuju kelas VIII G. R menghampiri GBI dan menyalami GBI. Kemudian GBI menyuruh R masuk ke dalam kelas dan mempersilahkan R duduk di kursi yang telah disediakan, yaitu kursi paling belakang deret tengah. Hal ini dimaksudkan agar R bisa lebih leluasa mengamati siswa dan semua kejadian di dalam kelas ketika proses pembelajaran berlangsung. Ketika R duduk, para siswa tampak belum siap untuk memulai pelajaran. Masih banyak siswa yang sibuk dengan kegiatannya masing-masing. Lalu GBI mengucapkan salam dan membuka pelajaran dengan berdoa dan mengecek kehadiran siswa, dan ternyata ada satu orang siswa yang absen. Kemudian GBI menerangkan kepada siswa tentang *Narrative Text*. Sebagian siswa tampak sudah paham tentang *narrative text* karena mereka sudah pernah mendapat materi tersebut dalam pelajaran *reading*, tetapi sebagian besar siswa laki-laki terlihat pasif dan tidak tertarik dengan materi tersebut. Setelah itu, GBI menerangkan tentang *Past Tense*. Sebagian besar siswa tampak belum tahu benar tentang penggunaan *Past Tense*. Hal ini terlihat dari ketika GBI bertanya kepada

siswa tentang penggunaan *Did not*, “Hayo sekarang yang betul *did not agree* atau *did not agreed*?” dan sebagian besar siswa menjawab “*did not agreed*”. Ketika GBI menerangkan materi, masih banyak siswa yang sibuk mengobrol dengan temannya, ada juga siswa laki-laki yang tampak tidak semangat mengikuti pelajaran dan menyandarkan kepala. Ketika GBI menyuruh siswa untuk kerja diskusi kelompok, ada beberapa kelompok yang *malah* membahas hal-hal yang tidak berhubungan dengan tugas yang diberikan dan ada kelompok yang kurang kooperatif tiap anggotanya. Selain itu ada juga kelompok yang belum selesai mengerjakan ketika waktu yang ditentukan telah habis. Ketika siswa diminta untuk memilih verb yang tepat masih banyak siswa yang melakukan kesalahan, contohnya ketika seharusnya menggunakan kata *were*, tetapi sebagian siswa masih menggunakan kata *was*. Bahkan ada siswa yang bertanya kepada R tentang arti kata, “Mbak, kalau *through* itu artinya apa?”. Setelah jam pelajaran habis, GBI menutup pelajaran dan terdapat banyak siswa yang buru-buru keluar kelas. R pun pamit pulang.

FIELD NOTE 4

Hari, tanggal: Sabtu, 12 April 2014

Tempat: Kelas VIII G SMP Negeri 1 Pandak

Tentang: Meeting 1 of Cycle I

Jam: 11.40 tiba di sekolah

R dan *Collaborator* tiba di sekolah pukul 11.40, lalu R menunggu di luar kelas karena sebelumnya R sudah sepakat dengan siswa-siswa bahwa proses belajar mengajarnya dimulai pukul 12.00. Pukul 11.50 R dan C masuk kelas dan mempersiapkan PPT (powerpoint) untuk ditayangkan dan kemudian C di kursi yang telah disiapkan yaitu di kursi belakang deret tengah. Hal ini bertujuan untuk memudahkan C dalam mengamati apa saja yang terjadi di dalam kelas selama proses belajar-mengajar berlangsung. Tepat jam 12 R membuka pelajaran dengan mengucapkan salam, berdoa, dan mengecek kehadiran siswa. Ada satu orang siswa yang tidak masuk dikarenakan sedang mengikuti lomba. Setelah itu R mulai membawa siswa ke topik yang akan diajarkan. “Kalian semua pernah mendengar dongeng *ngga*? Coba Miss *disebutin* apa saja dongeng yang sudah pernah kalian dengar,” dan sebagian siswa terlihat antusias dalam menjawab pertanyaan R “Cinderella Miss”, “Sangkuriang Miss”, “Kancil Miss”. Lalu R melanjutkan menerangkan “Nah cerita yang seperti itu, dalam bahasa Inggris disebut dengan istilah *Narrative Text*.” Kemudian R menerangkan tentang definisi, *generic structure*, dan *language feature* dari teks *narrative*. R juga menerangkan tentang *Past Tense*. R lalu menayangkan sebuah contoh dari teks *narrative*. R dan siswa-siswa bersama-sama membaca lalu membahas contoh teks tersebut. Lalu R bertanya apakah siswa-siswa sudah paham dengan *narrative text* atau belum, “*Do you understand*, sudah paham semuanya?” dan sebagian siswa menjawab, “Yeeeeessss Miiiiisss”. Lalu R membagikan *hand-out* kepada siswa-siswa. *Hand-out* berisi *tasks* yang harus dikerjakan siswa. Ada empat jenis *task* di dalam *hand-out*. R menerangkan cara mengerjakan *Task 1* dan *Task 2* “*In Task 1, you have to identify the generic structure of the text, and in Task 2, you have to read again*

narrative text in Task 1 and identify the verbs, then change them into Verb 2, and find the Indonesian meaning.” Sebagian besar siswa terlihat bingung dengan instruksi yang diberikan R, “Miss ini *gimana sih* Miss? Ini Disuruh *ngapain* Miss?” Lalu R kembali menerangkan instruksinya dengan menggunakan bahasa Indonesia. Siswa-siswa mengerjakan soal *Task 1* secara berkelompok. Setiap kelompok terdiri dari empat orang siswa. R berkeliling kelas untuk mengontrol siswa. Banyak kelompok yang bertanya kepada R tentang tugas tersebut. Setelah waktu untuk mengerjakan habis, R dan siswa bersama-sama membahas jawaban dari *Task 1* dan *Task 2*. Lalu R menerangkan cara mengerjakan *Task 3* “*Now, look at the **Comic Strips** and identify the verbs, then change them into verb 2, and find the Indonesian meaning.* Sekarang lihat **Comic Strips** di *Task 3*, nah lalu dicari *verbs*-nya yang mana aja terus nanti diganti jadi *verb 2* dan dicari artinya dalam bahasa Indonesia. Yang ini tugasnya individu. Paham?”), siswa-siswa menjawab “Yaaaah kok individu Miss?”. Siswa-siswa terlihat keberatan untuk mengerjakan secara individu. R berkeliling kelas untuk mengontrol siswa. Setelah waktu untuk mengerjakan habis, R dan siswa-siswa membahas jawaban dari *Task 3* bersama-sama. Lalu R melanjutkan memberikan instruksi untuk mengerjakan *Task 4*, “*Look at the **Comic Strips** in Task 3 again and complete the narrative text which is written based on the **Comic Strips** in Task 3.* Sekarang kalian lihat **Comic Strips** di *Task 3*, lalu kalian lengkapi narrative text yang sudah dibuat oleh Miss berdasarkan **Comic Strips** di *Task 3*. Paham?”), dan siswa-siswa menjawab bahwa mereka sudah paham, tetapi ada salah seorang siswa yang masih bertanya “*Lengkapin-nya pake Basa Inggris atau Basa Indonesia Miss?*”. Setelah waktu untuk mengerjakan habis, R menyuruh siswa untuk mengumpulkan pekerjaan mereka di meja guru. Setelah itu R menutup kelas dengan berdoa dan mengucapkan salam.

FIELDNOTE 5

Hari, tanggal: Selasa, 15 April 2014

Tempat: SMP Negeri 1 Pandak

Tentang: Meeting 2 Cycle I

Jam: 12.13 tiba di sekolah

R tiba di sekolah pukul 12.13. Lalu R menunggu di *hall* sampai jam masuk tiba. Secara tidak sengaja R bertemu tiga orang siswa kelas VIII G yang melewati hall dan mereka memberitahu R bahwa ruangnya dipindah di kelas VII G dikarenakan ruang kelas VIII G digunakan untuk ruangan Tes Pendalaman Materi siswa-siswa kelas IX. R lalu menuju ke ruang kelas VII G bersama tiga siswa tersebut. Kelas dimulai pukul 12.30. R membuka pelajaran dengan mengucapkan salam dan berdoa seperti biasanya. R lalu mengecek kehadiran siswa. R kemudian membagikan pekerjaan siswa pada pertemuan sebelumnya dan mereview apa yang telah dipelajari pada pertemuan sebelumnya. R membahas kesalahan-kesalahan yang dilakukan oleh siswa-siswa baik dalam hal *grammar*, *punctuation*, *vocab*, *spelling*, *content*, dan *organization*. “Nah anak-anak coba dilihat hasil pekerjaan kalian yang udah Miss bagikan. Masih banyak kesalahan-kesalahan dalam hal *grammar* dan *punctuation*. Ada juga yang masih salah dalam hal

spelling atau ejaannya.” Lalu R menerangkan kesalahan dan hal-hal yang mayoritas masih dilakukan oleh siswa-siswa secara lebih mendetail di papan tulis. Setelah itu R membagikan *hand-out* yang berisi *task* yang harus dikerjakan oleh siswa. Hanya ada satu *task* pada pertemuan kedua di Cycle I, yaitu siswa-siswa diminta untuk menulis sebuah teks *narrative* secara lengkap mulai dari *orientation*, *complication*, dan *resolution*, berdasarkan **Comic Strips** yang diberikan oleh R. R memberikan instruksi tentang bagaimana cara mengerjakan tugas, “Sekarang ayo dilihat kertasnya. Di sini ada **Comic Strips** yang udah Miss buat, nah *now please write a narrative text based on the Comic Strips given*. Buat teks *narrative* berdasarkan **Comic Strips** ini secara lengkap mulai dari *orientation* sampai *resolution*. Ini tugas individu ya. *Understand?*”, dan sebagian besar siswa menjawab “*Yeesss Miiiiisss*.” Kemudian R berkeliling kelas untuk mengecek apakah siswa-siswa benar-menaar mengerjakan atau tidak. Siswa-siswa tampak bersemangat dalam mengerjakan tugas yang telah diberikan oleh R. Selama proses mengerjakan, ada beberapa siswa yang bertanya kepada R tentang *vocab* dan *grammar* dan siswa-siswa tampak bersemangat dan antusias dalam mengerjakan tugas. Ini terbukti dengan tidak ada satupun siswa yang belum selesai mengerjakan ketika waktu yang telah diberikan untuk mengerjakan telah habis. R lalu mengumpulkan hasil pekerjaan siswa dan menutup pelajaran dengan mengucapkan bacaan *hamdallah* dan salam. Sebelum pulang, R mewawancarai beberapa siswa tentang pendapat mereka mengenai penerapan **Comic Strips** selama Cycle I. Setelah dirasa cukup, R-pun pulang.

FIELDNOTE 6

Hari, tanggal: Sabtu, 10 Mei 2014

Tempat: SMP Negeri 1 Pandak

Tentang: Meeting 1 Cycle II

Jam: 11.44 tiba di sekolah

R sampai di sekolah pukul 11.44. R menunggu di luar kelas sampai jam masuk tiba. Jam 12.00 R mulai membuka pelajaran dengan mengucapkan salam dan berdoa seperti biasa. R kemudian mengecek kehadiran siswa. R melanjutkan pelajaran dengan mengadakan *warming up* dengan menanyai siswa tentang apa yang dipelajari di Cycle I kemarin. Semua siswa masih ingat dengan materi yang telah R berikan di Cycle I. R kemudian menerangkan tentang *Narrative Text* lagi, mulai dari definisi, *generic structure*, dan *language feature* dari teks *narrative*. R juga menayangkan contoh teks *narrative* di depan kelas. R mencoba bertanya kepada para siswa tentang *generic structure* teks tersebut dan tampak seluruh siswa menjawab secara lisan dengan benar. R juga bertanya tentang arti kata dan arti kalimat dalam teks dan tampak sebagian besar siswa tahu arti kata dan arti kalimat dalam teks. R lalu menanyai para siswa apa mereka sudah paham dan seluruh siswa menjawab bahwa mereka sudah paham. R kemudian membagikan *hand-out* yang berisi *task* yang harus dikerjakan oleh para siswa. R memberikan penjelasan tentang *Task 1* “*Look at the paper, please. Dilihat kertasnya. There are two tasks here. Ada dua task ya di sini. Task 1, in group of four, read the text below then identify the generic structure of the text.* Jadi di *Task 1* kalian disuruh apa anak-

anak?”, dan para siswa menjawab secara serempak, “disuruh cari *generic structure*-nya Miss.” Ketika para siswa mengerjakan soal, R berkeliling mengontrol siswa dan memastikan bahwa semua kelompok mengerjakan tugas yang diberikan. Setelah itu R bersama siswa membahas jawaban bersama-sama dan semua kelompok berhasil menjawab dengan benar. Kemudian R menjelaskan cara mengerjakan *Task 2* “*In Task 2, you have to work in pairs. Jadi mengerjakannya secara berpasangan. Please rearrange the jumbled words below into the best arrangement and change the verb in the bracket into verb 2. Jadi di Task 2 kalian diminta untuk menyusun kata-kata rumpang menjadi sebuah kalimat yang benar dan kalian juga harus mengganti verb 1 dalam kurung menjadi verb 2, understand all?* Sebagian siswa menjawab “Yes Miss... Understand Miss.” Lalu para siswa mulai mengerjakan soal. Kali ini terlihat anak-anak sudah tampak kooperatif dengan pasangannya. Siswa-siswa juga tampak bersemangat dalam mengerjakan tugas. Hal ini terlihat dari antusiasme para siswa yang bertanya kepada R ketika mereka sedang mengerjakan “Miss, kalau ini *bener ngga? Malin Kundang worked to support his hard life*”, lalu R menjelaskan “Seperti itu boleh, tapi kaya gini juga boleh, *Malin Kundang worked hard to support his life*.” Lalu siswa tersebut menjawab “Oh iya Miss, tadi aku juga *bikin kaya* Miss tapi kaya punya *kok kayanya* juga bisa, makanya *aku tanya* ke Miss, *hehe*” Ini menunjukkan bahwa para siswa sudah memiliki motivasi dan peningkatan dalam kemampuan menulis siswa. Setelah waktu untuk mengerjakan telah habis, maka R dan para siswa membahas jawaban dari *Task 2* dan semua pasangan menjawab dengan benar. Lalu R membagikan *hand-out* lagi yang berisi *Task 3*. R menyuruh siswa untuk mengamati *Task 3* sejenak, kemudian memberikan instruksi tentang bagaimana cara mengerjakan *task* tersebut. *Task 3* berisi tentang soal cerita *nattative* yang tidak lengkap yang dibuat berdasarkan sebuah *Comic Strips* dan para siswa harus melengkapi ceritayang tidak lengkap tersebut dengan menambahkan beberapa bagian yang kosong dengan kata-kata mereka sendiri. Para siswa mengerjakan *task* tersebut secara individu. Selama para siswa mengerjakan *Task 3*, R berjalan keliling kelas untuk mengontrol para siswa. Para siswa terlihat bersemangat dan antusias dalam mengerjakan *task* tersebut. Setelah waktu untuk mengerjakan telah habis, R mengumpulkan pekerjaan para siswa dan menutup pelajaran dengan berdoa bersama dan mengucapkan salam. Setelah itu R dan para siswa pulang.

FIELDNOTE 7

Hari, tanggal: Selasa, 13 Mei 2014

Tempat: SMP Negeri 1 Pandak

Tentang: Meeting 2 Cycle II

Jam: 12.15 tiba di sekolah

R tiba di sekolah pukul 12.15. R lalu menunggu di luar kelas karena kelas dimulai pukul 12.30. setelah jam masuk tiba, R bergegas masuk ke kelas. Di kelas sudah terlihat para siswa duduk di bangku masing-masing. R kemudian membuka pelajaran dengan mengucapkan salam dan berdoa bersama-sama. R lalu mengecek kehadiran siswa. Setelah itu, R membagikan pekerjaan siswa pada pertemuan

sebelumnya. R me-review apa saja yang telah dipelajari pada pertemuan sebelumnya. R juga memberikan koreksi dan *feedback* tentang kesalahan-kesalahan yang masinh terjadi pada pekerjaan siswa. R memberikan feedback dengan jelas dan para siswa serius memperhatikan. Setelah para siswa paham dengan penjelasan yang diberikan, R kemudian membagikan *hand-out* yang berisi *task* yang harus dikerjakan oleh siswa, “Semuanya sudah jelaskan? Nah sekarang untuk hari ini kalian diminta untuk membuat sebuah teks narrative yang dibuat berdasarkan Comic Stris dari Miss. Ceritanya harus komplit ya dari orientation sampai resolution. Nah ayo, *please look at the Comic Strips given*. Ayo dilihat, kira-kira *orientation*-nya panel berapa aja?” Para siswa menjawab “Kayanya panel 1 sam 2 Miss”. R melanjutkan, “Good, jadi *orientation*-nya panel 1 sama 2 ya, lalu *complication*-nya panel berapa sampai berapa?”, dan para siswa menjawab “Panel 3 sampai 8 Miss”. R melanjutkan, “Very good, *complication*-nya dari panel 3 sampai 8 ya, dan *resolution*-nya berarti panel sisanya ya, yaitu panel nomer 9 samapi nomer 12. Waktu mengerjakannya sampai jam pulang ya. Dikerjakan dengan sungguh-sungguh ya. *Do you understand, all?*” Para siswa menjawab secara serentak “Yes Miss.” Lalu para siswa mulai mengerjakan tugas yang diberikan dan R berkeliling kelas untuk mengontrol siswa. Siswa terlihat bersemangat dalam mengerjakan tugas yang telah diberikan. Akhirnya jam pelajaran-pun habis. R mengumpulkan pekerjaan siswa. Setelah itu, R menutup pelajaran dengan berdoa dan megucap slam. R dan para siswa-pun bergegas pulang.

APPENDIX F

STUDENTS' SCORE

Pre-test Score

| Number | Name | Score | | | | |
|--------|-----------------------|-------|-------|-------|-------|-------|
| | | C | O | L | V | M |
| 1 | Dwi Supriyanto | 2 | 2 | 1 | 2 | 2 |
| 2 | Fahma Nuril Ashfia | 1 | 1 | 1 | 1 | 2 |
| 3 | Faizal Munjid | 2 | 2 | 2 | 2 | 1 |
| 4 | Fuji Astuti | 1 | 1 | 1 | 1 | 1 |
| 5 | Indriyani Pangestu | 2 | 2 | 1 | 1 | 1 |
| 6 | Irfan Septian Nugroho | 2 | 2 | 2 | 1 | 2 |
| 7 | Laksito Adhi | 2 | 2 | 1 | 1 | 1 |
| 8 | Maurina Puspita Dewi | 1 | 2 | 1 | 1 | 2 |
| 9 | Meilani | 1 | 1 | 1 | 1 | 2 |
| 10 | Milenia Ari Prasanti | 1 | 2 | 1 | 1 | 1 |
| 11 | Muhammad Thoriq N | 1 | 1 | 1 | 1 | 1 |
| 12 | Nida'ul Hasanah | 2 | 2 | 1 | 2 | 2 |
| 13 | Novi Kusumastutik | 2 | 2 | 1 | 1 | 1 |
| 14 | Rahayu Oktaviani | 1 | 1 | 1 | 1 | 2 |
| 15 | Ramadhani Anisa P | 1 | 1 | 1 | 2 | 1 |
| 16 | Rika Nuraini | 1 | 1 | 1 | 1 | 1 |
| 17 | Riska Aprilia | 1 | 1 | 1 | 1 | 1 |
| 18 | Rizky Dwi Septiani | 2 | 1 | 1 | 2 | 1 |
| 19 | Siti Sundari | 2 | 2 | 2 | 2 | 2 |
| 20 | Tedy Hermawan | 2 | 1 | 1 | 1 | 1 |
| 21 | Yudha Dwi Haryanto | 1 | 1 | 1 | 1 | 1 |
| 22 | Alhilal Wahyu Nurgini | 1 | 1 | 1 | 1 | 1 |
| 23 | Alma Livia Dewi N | 2 | 1 | 2 | 1 | 2 |
| 24 | Annisa Nafi'atul J | 1 | 1 | 1 | 1 | 1 |
| 25 | Ardesta Selly Wibowo | 2 | 2 | 2 | 1 | 2 |
| 26 | Ari Hendrawan | 1 | 2 | 1 | 2 | 1 |
| Total | | 39 | 38 | 31 | 32 | 36 |
| Mean | | 1.5 | 1.461 | 1.192 | 1.230 | 1.384 |

Action I Score

| Number | Name | Score | | | | |
|--------|-----------------------|-------|-------|------|-------|-------|
| | | C | O | L | V | M |
| 1 | Dwi Supriyanto | 3 | 2 | 2 | 3 | 2 |
| 2 | Fahma Nuril Ashfia | 2 | 2 | 2 | 3 | 3 |
| 3 | Faizal Munjid | 3 | 3 | 2 | 3 | 3 |
| 4 | Fuji Astuti | 2 | 2 | 2 | 2 | 2 |
| 5 | Indriyani Pangestu | 3 | 2 | 2 | 2 | 3 |
| 6 | Irfan Septian Nugroho | 3 | 2 | 2 | 2 | 2 |
| 7 | Laksito Adhi | 3 | 3 | 1 | 1 | 2 |
| 8 | Maurina Puspita Dewi | 2 | 2 | 2 | 2 | 2 |
| 9 | Meilani | 2 | 2 | 2 | 1 | 2 |
| 10 | Milenia Ari Prasanti | 2 | 2 | 2 | 1 | 2 |
| 11 | Muhammad Thoriq N | 2 | 2 | 1 | 1 | 2 |
| 12 | Nida'ul Hasanah | 3 | 3 | 2 | 2 | 3 |
| 13 | Novi Kusumastutik | 2 | 2 | 2 | 2 | 2 |
| 14 | Rahayu Oktaviani | 2 | 2 | 2 | 2 | 2 |
| 15 | Ramadhani Anisa P | 3 | 2 | 2 | 2 | 2 |
| 16 | Rika Nuraini | 2 | 2 | 1 | 2 | 2 |
| 17 | Riska Aprilia | 2 | 2 | 1 | 1 | 2 |
| 18 | Rizky Dwi Septiani | 2 | 2 | 2 | 2 | 2 |
| 19 | Siti Sundari | | | | | |
| 20 | Tedy Hermawan | 2 | 2 | 2 | 1 | 2 |
| 21 | Yudha Dwi Haryanto | 2 | 2 | 2 | 2 | 2 |
| 22 | Alhilal Wahyu Nurgini | 2 | 2 | 1 | 1 | 2 |
| 23 | Alma Livia Dewi N | | | | | |
| 24 | Annisa Nafi'atul J | 2 | 3 | 2 | 2 | 2 |
| 25 | Ardesta Selly Wibowo | 2 | 2 | 2 | 2 | 2 |
| 26 | Ari Hendrawan | 2 | 2 | 1 | 2 | 2 |
| Total | | 54 | 52 | 42 | 44 | 52 |
| Mean | | 2.25 | 2.166 | 1.75 | 1.833 | 2.166 |

Action II Score

| Number | Name | Score | | | | |
|--------|-----------------------|-------|-------|-------|-------|-------|
| | | C | O | L | V | M |
| 1 | Dwi Supriyanto | 3 | 2 | 3 | 3 | 3 |
| 2 | Fahma Nuril Ashfia | 2 | 2 | 3 | 3 | 3 |
| 3 | Faizal Munjid | 3 | 3 | 3 | 3 | 3 |
| 4 | Fuji Astuti | 2 | 2 | 3 | 3 | 2 |
| 5 | Indriyani Pangestu | 3 | 3 | 3 | 3 | 3 |
| 6 | Irfan Septian Nugroho | 3 | 2 | 3 | 3 | 2 |
| 7 | Laksito Adhi | 3 | 3 | 2 | 2 | 2 |
| 8 | Maurina Puspita Dewi | 3 | 3 | 3 | 2 | 3 |
| 9 | Meilani | 3 | 3 | 3 | 2 | 2 |
| 10 | Milenia Ari Prasanti | 3 | 3 | 2 | 2 | 2 |
| 11 | Muhammad Thoriq N | 2 | 2 | 2 | 2 | 3 |
| 12 | Nida'ul Hasanah | 3 | 3 | 2 | 3 | 3 |
| 13 | Novi Kusumastutik | 3 | 2 | 2 | 2 | 2 |
| 14 | Rahayu Oktaviani | 3 | 3 | 3 | 2 | 3 |
| 15 | Ramadhani Anisa P | 3 | 2 | 2 | 3 | 2 |
| 16 | Rika Nuraini | 2 | 2 | 2 | 2 | 3 |
| 17 | Riska Aprilia | 2 | 2 | 2 | 2 | 2 |
| 18 | Rizky Dwi Septiani | 2 | 2 | 2 | 2 | 2 |
| 19 | Siti Sundari | 3 | 3 | 2 | 2 | 2 |
| 20 | Tedy Hermawan | 3 | 2 | 2 | 2 | 2 |
| 21 | Yudha Dwi Haryanto | 3 | 2 | 2 | 2 | 2 |
| 22 | Alhilal Wahyu Nurgini | 2 | 2 | 2 | 2 | 2 |
| 23 | Alma Livia Dewi N | 3 | 2 | 2 | 3 | 3 |
| 24 | Annisa Nafi'atul J | 3 | 3 | 2 | 2 | 2 |
| 25 | Ardesta Selly Wibowo | 2 | 2 | 3 | 2 | 2 |
| 26 | Ari Hendrawan | 2 | 2 | 2 | 2 | 3 |
| Total | | 69 | 62 | 66 | 61 | 63 |
| Mean | | 2.653 | 2.384 | 2.538 | 2.346 | 2.423 |

Post-test Score

| Number | Name | Score | | | | |
|--------|-----------------------|-------|-------|-------|-------|-------|
| | | C | O | L | V | M |
| 1 | Dwi Supriyanto | 4 | 3 | 4 | 4 | 4 |
| 2 | Fahma Nuril Ashfia | 3 | 3 | 3 | 4 | 3 |
| 3 | Faizal Munjid | 4 | 3 | 4 | 4 | 3 |
| 4 | Fuji Astuti | 3 | 3 | 3 | 3 | 3 |
| 5 | Indriyani Pangestu | 4 | 3 | 4 | 4 | 4 |
| 6 | Irfan Septian Nugroho | 3 | 3 | 3 | 3 | 3 |
| 7 | Laksito Adhi | 3 | 3 | 3 | 3 | 3 |
| 8 | Maurina Puspita Dewi | 4 | 3 | 3 | 3 | 3 |
| 9 | Meilani | 3 | 3 | 3 | 3 | 3 |
| 10 | Milenia Ari Prasanti | 4 | 3 | 3 | 3 | 3 |
| 11 | Muhammad Thoriq N | 3 | 3 | 3 | 3 | 4 |
| 12 | Nida'ul Hasanah | 4 | 4 | 3 | 3 | 4 |
| 13 | Novi Kusumastutik | 3 | 3 | 3 | 3 | 3 |
| 14 | Rahayu Oktaviani | 4 | 4 | 3 | 4 | 4 |
| 15 | Ramadhani Anisa P | 3 | 3 | 4 | 3 | 4 |
| 16 | Rika Nuraini | 3 | 3 | 3 | 3 | 4 |
| 17 | Riska Aprilia | 3 | 3 | 3 | 3 | 3 |
| 18 | Rizky Dwi Septiani | 4 | 3 | 3 | 3 | 3 |
| 19 | Siti Sundari | 4 | 4 | 4 | 4 | 4 |
| 20 | Tedy Hermawan | 3 | 3 | 3 | 3 | 3 |
| 21 | Yudha Dwi Haryanto | 3 | 3 | 3 | 3 | 3 |
| 22 | Alhilal Wahyu Nurgini | 3 | 3 | 3 | 3 | 3 |
| 23 | Alma Livia Dewi N | 4 | 3 | 3 | 3 | 3 |
| 24 | Annisa Nafi'atul J | 3 | 3 | 3 | 3 | 3 |
| 25 | Ardesta Selly Wibowo | 4 | 3 | 3 | 3 | 4 |
| 26 | Ari Hendrawan | 3 | 3 | 3 | 3 | 3 |
| Total | | 83 | 81 | 83 | 84 | 87 |
| Mean | | 3.192 | 3.115 | 3.192 | 3.230 | 3.346 |

APPENDIX G

STUDENTS' WORK

No. _____

Date: _____

☐ Nama: Maurinda Puspita Dewi

☐ kelas: IX 5

☐ Absen: 08

☐

☐

Ki Ageng Mangir

☐

☐

Long time there is king name panembahan senopati.
He have daughter. She is beautiful.

☐

☐

There is prince name ki Ageng Mangir Love the
daughter. Panembahan senopati Hate mangir.

☐

☐

He kil ki angeng mangir.

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

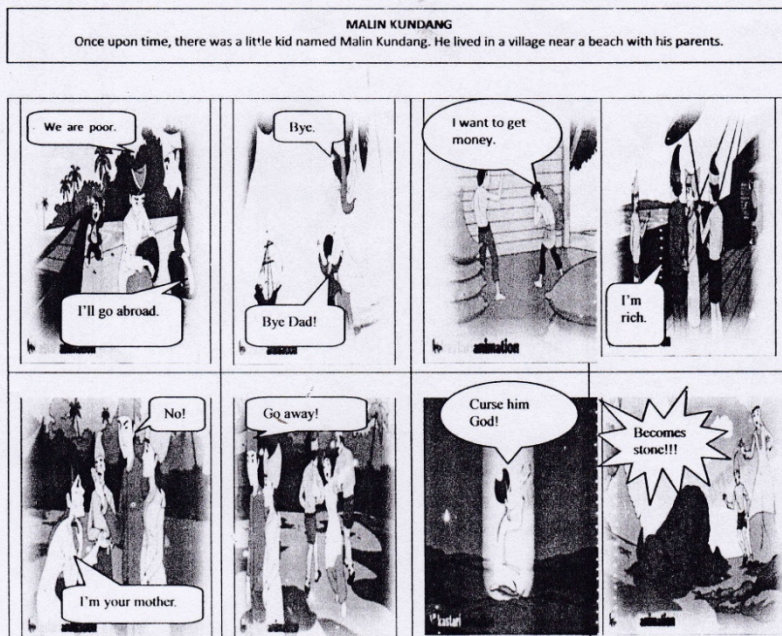
☐

☐



Nama : Maurina Puspita Dewi (8)
Kelas : VIII 5

Write a narrative text based on the comic strips below.



Malin Kundang

once upon time, there was a little kid named Malin Kundang. He lived in a village near a beach with his parents. They were poor family. One day, Malin's father decided to go abroad, he wish changed fate to his family. after that, Malin's Father moment, went abroad, Malin Kundang worked hard to get money.

years later...

Malin became rich, he said "I'm rich" to everybody. when he enjoy his all wealth, suddenly the old woman visit him. "I'm your mother" said the old woman. but Malin didn't confess the old woman, Malin chased away his mother. Then, the woman played to god, "curse him god" asked the woman. Suddenly Malin changed became stone, everybody shock saw that.

Nama : Maurina Puspita Dewi

Kelas : VIII 5

Absten : 8

The Wise Little Hen

① Long time ago, there were a hen and her chicks. They lived in a village. One day, they wanted to plant corn. The hen asked her chicks to plant.

② Then the hen and her chicks go to the Mr. Petter, they asked Mr. Petter to help plant corn. But, when the hen said "Mr. Petter, can you help us to plant the corn," Mr. Petter answering "Oh sorry, I have stomach ache," he is refusing they asked. The hen said to her chicks "He can't help us. Let's see Mr. Donald." Then they go to the Mr. Donald, they asked Mr. Donald. The hen said "Mr. Donald, can you help us to plant the corn?" But Mr. Donald was sick to and could not help the hen and chicks.

③ When the hen and the chicks go home, they saw Mr. Petter and Mr. Donald were together. They listened Mr. Donald said "Well done! we deceived Mrs. Hen." The hen cuprissed. She had a idea. She wanted trapped Mr. Petter and Mr. Donald. Then the hen invited Mr. Petter and Mr. Donald to ate the corn. Mr. Petter and Mr. Donald accepting offering the hen. Then they go the hen house. When the hen gave the food, actually this is not food, but the medicine. Mr. Donald and Mr. Petter were ashamed. They go home and did not get the corn. They ate nothing.

Name : Maurina Puspita Dewi

Number : 8

Lake Toba

One long time ago, lived a man in the village. He lived alone at home. He hoped he had a wife. His name was Toba.

One day, Toba was fishing in the river, he got golden fish. Then he brought the golden fish went home. Apparently the golden fish was beautiful girl. She did the house work. When she was sweeping the floor, Toba saw it. Toba to come close to girl. Then Toba asked to girl. Toba asked her to get married. The girl accepted asked it, but, if Toba accepted requirement the girl. Without thinking Toba accepted of the offer. Toba and the girl got married. They had a child.

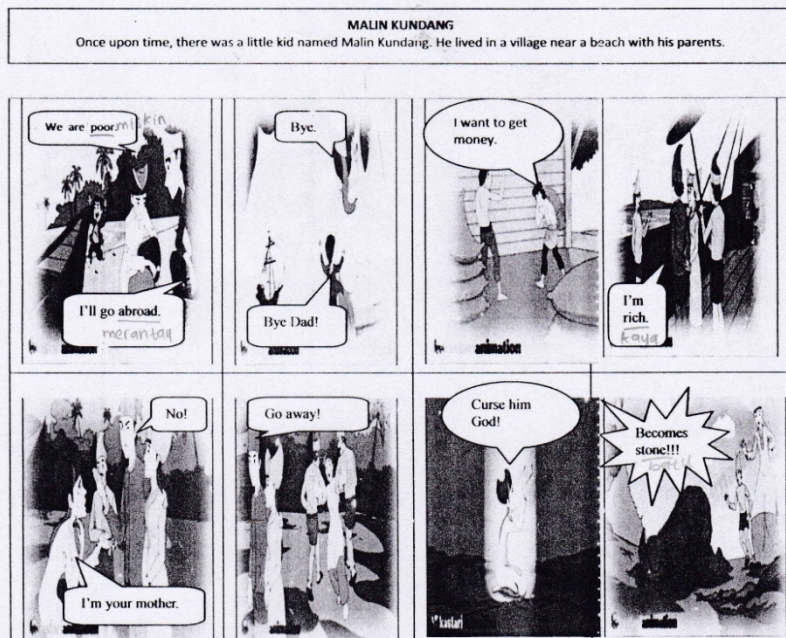
Eight years later, when the child delivered ate to father, he met girl rival the mother. The father waited for food. Suddenly the father got angry and broke his promise. The wife came and saw the child. The child's father got angry with the child.

Nama : Indriyani Pangestu.

No.Pre : 05

Kelas : VIII G

Write a narrative text based on the comic strips below.



Malin Kundang

Once upon a time, there was a little kid named Malin Kundang. He lived in a village near a beach with his parents. They were a poor family.

One day Malin's father wanted to go abroad. Malin's father said "I'll go abroad". Malin's father went with a boat. When his father went, Malin worked hard to his life. Malin said "I want to get money".

His efforted succes, finally Malin became rich. He said "I'm rich". Then, Malin married with a rich girl. When that Malin went to a village. The village were place his born. There, Malin met his mother. Malin's mother said "I'm your mother". But Malin did not confess, Malin even went soon. He said "Go away!".

Malin's mother cryed, and cursed Malin be came stone. She said "Curse ~~her~~ him God!". The last, Malin became changed stone.

Nama : Indriyani Pangestu
 No. Pre : DS
 Kelas : VIII 6

The Wise Little Hen

Long time ago, there were a hen and her chicks. They lived in a village. One day, they wanted to plant corn. The hen said "Let's plant the corn, dear!"

The Hen asked her chicks to visit Mr. Peter to ask him to help them. "Mr. Peter, can you help us to plant the corn?" the hen said, but Mr. Peter have a stomach ache, he said "Oh sorry. I have a stomach ache." Then the hen asked the chicks to go. "He can't help us. Let's see Mr. Donald", the hen said. The chicks answer "Yes, Mom." Then the hen and her chicks went to visit Mr. Donald, the hen said "Mr. Donald can you help us to plant the corn?". Mr. Donald answer "Ooooh ... Sorry, I have a stomach ache". The hen and her chicks were surprised, did not help them. Actually Mr. Peter and Mr. Donald worked together to deceived Mrs. Hen and her chicks, Mr. Donald said, "Well done! We deceived Mrs. Hen."

One day, Mrs. Hen invited Mr. Peter and Mr. Donald to help the hen to eat the corn. Mrs. Hen said "Would you like to help us to eat the corn?" Then Mrs. Hen gave a bowl to Mr. Peter and Mr. Donald. They opened. Actually the bowl contained a medicine. Mr. Peter and Mr. Donald ~~said~~ ~~he~~ said "We ~~didn't~~ didn't get the corn".

Name : Indriyani Pangestu

Number : 05 / VIII 6

The Rabbit and The Turtle

Once upon a time there was an arrogant rabbit, and a turtle. They lived together in a village, but the rabbit always mocked because he walked very slowly.

One day the turtle asked the rabbit to run competition. The rabbit agreed and the next morning they gathered. The competition was started. The rabbit ran to leave the turtle, and the turtle still tried to chase.

The turtle continued to run and run. The rabbit was waiting for the turtle. He slept, actually the turtle arrived in the finish line. After the rabbit woke up he soon continued to run. And finally the turtle won the competition.

APPENDIX H

PICTURES AND DOCUMENTATION



The researcher explained the task to the students.



The students discussed the task with their group.



The researcher gave guidance to the students.



The students did the task seriously.

APPENDIX I

PERMIT LETTER

Perijinan Penelitian

<http://adbang.jogjaprov.go.id/izin/public/index.php/pzn/izi...>

operator1@yahoo.com



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814
(Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/REG/1624/2014

Membaca Surat : KASUBBAG PENDIDIKAN FBS Nomor : 393C/UN.34.12/DT/III/2014
Tanggal : 3 APRIL 2014 Perihal : IJIN PENELITIAN/RISET

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **AFIYUSMA HARWININGSIH** NIP/NIM : 10202241042
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
Judul : **USING COMIC STRIPS TO IMPROVE EIGHT-GRADE STUDENTS' NARRATIVE WRITING ABILITY IN SMP NEGERI 1 PANDAK**
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
Waktu : **7 APRIL 2014 s/d 7 JULI 2014**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang menerbitkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal **7 APRIL 2014**

A.n Sekretaris Daerah

Asisten Perencanaan dan Pembangunan

Setda
Biro Administrasi Pembangunan
SETDA
Hendar Susilowati, SH
NIP. 19501301985032003

Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



**PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 1256 / S1 / 2014

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/VI/162/4/2014
Tanggal : 07 April 2014 Perihal : Ijin Penelitian

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada
Nama : **AFIYUSMA HARWININGSIH**
P. T / Alamat : **Fak. Bahasa dan Seni UNY, Karangmalang Yogyakarta**
NIP/NIM/No. KTP : **10202241042**
Tema/Judul : **USING COMIC STRIPS TO IMPROVE EIGHT-GRADE STUDENTS' NARRATIVE WRITING ABILITY IN SMP NEGERI 1 PANDAK**
Kegiatan : **SMP Negeri 1 Pandak**
Lokasi : **SMP Negeri 1 Pandak**
Waktu : **07 April sd 07 Juli 2014**

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Ijin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Ijin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Ijin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : **Bantul**
Pada tanggal : **07 April 2014**

An. Kepala,
Kepala Bidang Data
Penelitian dan Pengembangan,
u.b. Kasubid Litbang
BAPPEDA
Henry Endrawati, S.P., M.P.
NIP.197406081998032004

Tembusan disampaikan kepada Yth.

1. Bupati Bantul (sebagai laporan)
2. Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Dasar Kab. Bantul
4. Ka. UPT Pendidikan Kecamatan Pandak
5. SMP Negeri 1 Pandak
6. Dekan Fak. Bahasa dan Seni UNY
7. Yang Bersangkutan (Mahasiswa)